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ABSTRACT

This guide to the instructional program in reading in the Cincinnati Public Schools is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and for assessing pupil mastery. Within this guide the total language program is viewed as a communicative process central to human life and the learning process. Hence, the natural interrelationships among the language arts are utilized in the planning of reading instruction and activity. Included are objectives for each level, scope and sequence of reading skills, role definitions, an interest checklist and inventory, and extensive sample lesson plans. (See ED 065 846 for related document.) (TO)

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# READING

Cincinnati Public Schools

1972

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# READING CURRICULUM

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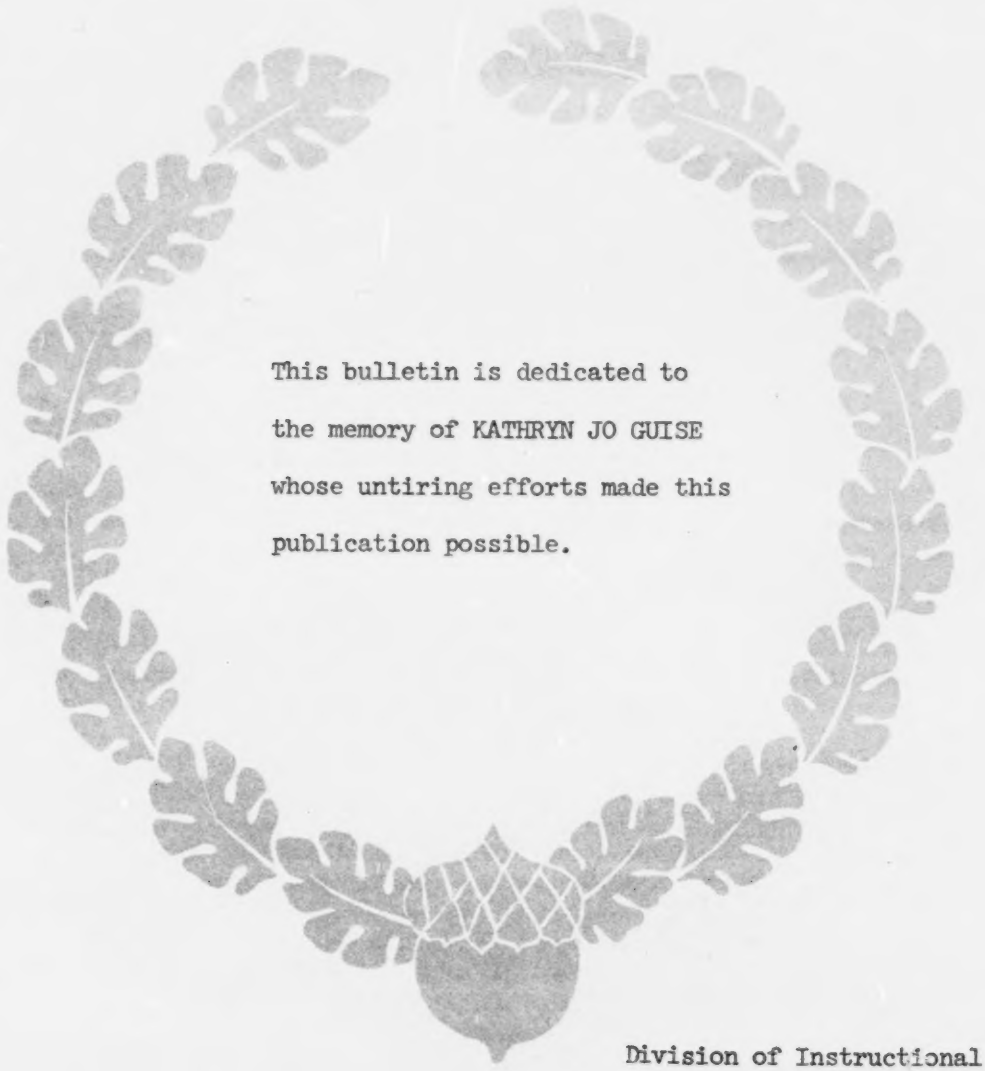

This bulletin is dedicated to
the memory of KATHRYN JO GUISE
whose untiring efforts made this
publication possible.

Division of Instructional Services
Department of Program Administration
Cincinnati Public Schools
September, 1972

## FOREWORD

The Reading Curriculum, Tentative is a guide to the instructional program in reading in the Cincinnati Public Schools. It is designed to provide teachers and administrators with a comprehensive guide to sound educational practices related to the teaching of reading skills. It is based on classroom experimentation and study of research findings by Cincinnati teachers, principals, and supervisors who have worked voluntarily and cooperatively during the past four years.

This guide is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and assessing pupil mastery. Reactions and comments from staff members using the guide will be compiled and serve as a basis for modification before the next printing. Reactions should be sent to Mrs. Lenore Wirthlin, Administrative Supervisor, Reading.

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## PHILOSOPHY UNDERLYING THE READING PROGRAM

The Cincinnati School District encompasses pupils of widely differing ethnic and socio-economic groups. Throughout any school program, therefore, consideration must be given to variant experiential and language backgrounds, factors of motivation, and degree of pupil mobility.

In building this curriculum guide the total language program is viewed as a communicative process central to all human life and to the learning process. Reading activities should then utilize the natural interrelationships that exist among the various language arts components: speaking, listening, reading, and writing. The credence given to the pupil's particular language pattern provides a powerful motivation for learning. The necessity for the pupil to have a sense of personal worth and confidence in his ability to learn must be recognized throughout the school instructional program. It should be the effort of every teacher to develop within each pupil the desire to read and the ability to read independently.

Realistic concern for the effective teaching of reading dictates a program that provides for the varying capacities, learning rates, and interests of pupils. This guide describes a planned sequential reading program of continuous progress. The program is dependent upon frequent and continuous diagnosis accompanied by immediate prescription, reinforcement, and assessment of skill mastery. Inherent is the need for meaningful goals set by the pupil, teacher, and administrator. Flexible grouping, differentiated instruction, and provision for individual interests and learning needs are essential. Environmental factors, varied materials, and different organizational patterns are suggested, from which each school staff should select those which best fit the needs of its pupil population and building facilities.

Parents and other members of the school community provide support to the on-going reading program. Their participation is considered essential to the success of the total program and is, therefore, encouraged.

## A DEFINITION OF READING

"Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession. The resulting meanings are organized into thought processes according to the purposes that are operating in the reader. Such an organization results in modifications of thought, and perhaps behavior, or it may even lead to radically new behavior which takes its place in the personal or social development of the individual."[1]

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[1]Tinker, Miles A. and Constance M. McCullough. Teaching Elementary Reading (Third Ed.; New York: Appleton-Century-Crofts, 1968), p. 8.

## OBJECTIVES OF READING PROGRAM, K-12

The effective teaching of reading in the Cincinnati Public Schools is directed toward broad objectives. The most important of these are:

I. To build each pupil's reading power to the maximum level of his ability by means of a carefully developed program of skills and attitudes from pre-reading level through the secondary level. It must be recognized that the division is not mutually exclusive.

### Primary Division

Expanding experiential background
Improving oral expression and communication skills
Developing oral reading skills
Establishing good reading habits and attitudes
Acquiring word analysis and comprehension skills
Gaining vocabulary

### Intermediate Division

Expanding vocabulary and word analysis skills
Comprehending, interpreting, and organizing the materials read
Expanding oral reading skills
Expanding oral expression and communication skills
Reading with the speed appropriate to the materials being used

### Secondary Division

Reinforcing skills of the developmental program
Reading at a level commensurate with ability
Recognizing the importance of reading in all life situations

II. To develop understanding and interpretation of content material and to build independence in the use of the study skills.

### Primary Division

Using reading to meet daily classroom needs
Comprehending reading materials in the content areas
Using simple reference materials independently
Making inferences from printed materials

Intermediate Division

Using varied sources of materials to gather relevant and supportive data
Organizing concise and specific summary statements
Making inferences and interpreting materials through critical and creative reading
Reading critically in order to draw conclusions and form judgments

Secondary Division

Adjusting reading skills to specific kinds of material
Finding details to test validity of judgments
Broadening study skills to employ successfully all available sources of information from the dictionary to television
Expanding critical and creative reading for advanced skills in making inferences, drawing conclusions, and forming judgments

III. To develop within each pupil a desire and enjoyment for reading and an understanding and appreciation of materials of literary quality.

Primary Division

Broadening interests and enriching experiences through reading
Sharing favorite literary selections through varied activities
Developing an interest in a variety of reading materials appropriate to the pupil's ability
Reading for personal satisfaction

Intermediate Division

Finding pleasure and enjoyment through good books
Having positive experiences with various types of literature
Recognizing and evaluating materials from author's point of view
Knowing the beauty of language and feeling the rhythm of poetry
Understanding our historical and cultural heritage
Understanding the philosophies of today's society and developing objective and constructive attitudes

Secondary Division

Evaluating material critically for author's point of view and purpose

Evaluating effective techniques for conveying ideas in different forms
Recognizing slant, bias, and propaganda
Utilizing varied experiences to develop a desire for and a permanent interest in many kinds of literature

IV. To provide procedures for the identification of reading difficulties and to develop a program for corrective instruction.

Primary Division

Adjusting the program to meet individual needs
Identifying deficiencies and making necessary referrals for specialized help

Intermediate Division

Accepting each pupil at his reading level, diagnosing his needs and providing instruction that will help him reach a higher level of reading
Building a good self-image and confidence through reading

Secondary Division

Providing pupils with adjusted instruction according to identified reading disabilities
Involving pupils in accepting responsibilities for self-improvement of reading skills

## ROLE AND RESPONSIBILITIES OF THE ADMINISTRATOR

As the educational leader in the school, the administrator establishes procedures which periodically enable the staff to cooperatively:

Determine reading programs attuned to the needs, interests, and capabilities of the pupils

Assess pupil achievement and deficiencies and determine means to be utilized to insure achievement and eliminate deficiencies

Evaluate pupil class assignments and determine needed reassignments

Provide for a continuous in-service program to upgrade and/or maintain the skills of the professional staff

Secure appropriate materials accessible to each classroom.

In establishing an environment conducive to reading and serving as a model in motivating pupils to read, the administrator should:

Coordinate classroom and resource center activities for the maximum use of the center and multi-media by groups and individuals

Secure adult volunteer help and/or develop a student aide program as needed

Encourage individual interests and successes in reading.

## ROLE AND RESPONSIBILITIES OF THE SUPERVISOR

The supervisor is designated as that person who (1) works with teachers, administrators, and others to improve and coordinate the total reading program of the local school and the district, and/or (2) works directly or indirectly with those pupils who have failed to benefit from regular classroom instruction in reading or those pupils who could benefit from advanced training in reading skills. Responsibilities of the supervisor include:

Providing leadership for the continuing development of a system-wide reading philosophy and curriculum related to the total language program

Providing leadership at the local school level in modifying the curriculum to meet the needs

Interpreting the reading philosophy and curriculum to the school administration, staff, and public

Exercising leadership with all personnel in carrying out good reading practices

Evaluating and identifying strengths and weaknesses in all phases of a school-wide reading program.

## ROLE AND RESPONSIBILITIES OF THE TEACHER

The teacher is of key importance in assuring a successful reading program. How the teacher views each learner, his uniqueness as an individual, and his potential for learning is crucial to a positive instructional program. Belief in each pupil's ability to progress in learning to read and thoughtful, knowledgeable planning and preparation for instructional periods are essential.

It is important for the teacher to understand that:

Learning to read is a complex process, sensitive to a variety of pressures

Reading is a thinking process through which meaning is interpreted from printed symbols

Contributing to the success or failure of reading progress is the pupil's physical, emotional, social, and intellectual development

Understanding each pupil through listening, observing, interviewing is the responsibility of every teacher

Providing for reading instruction is dependent upon diagnosis of strengths and weaknesses, prescribed corrective measures, and appropriate teaching strategies.

Every teacher who uses textual materials, whether they be mathematics, science, social studies, music, health, etc., is a teacher of reading. The teacher must build self-confidence and acceptable attitudes for the learning process in the particular content areas and provide a setting that is conducive to learning. Teaching reading in the functional areas is dependent upon the teacher's knowledge of work-study and comprehension skills. Using the variety of interests and experiences that pupils bring to the classroom and providing opportunities for pupils to reach judgments based on facts are responsibilities of every teacher. Developing skill in the art of questioning contributes to an effective instructional program.

Motivation for learning and development of work-study habits are continuing concerns of the teacher. It is important to encourage each pupil to accept new tasks willingly, to participate in group activities, to complete tasks selected or assigned, to assume responsibility for advancing his own skills, and to make constant and selective use of available resources. To the extent that the learner develops general learning skills, habits, and attitudes conducive to learning, maximum fundamental reading skills will be attained. The teacher should be knowledgeable about children's books and related reading materials in order to motivate reading through:

Reading or telling stories and poems of high literary quality daily

Demonstrating to pupils personal enjoyment of reading.

The teacher enhances the reading program for pupils by:

Helping pupils to develop the habit of reading through visits to the school resource center and the community library

Participating with the teacher librarian in providing a wide reading range and variety of content in classroom reading materials

Cooperatively working with the teacher librarian in planning appropriate resource center activities for individuals and/or groups and in guiding pupils in book selections

Using a variety of instructional media including pupil- and teacher-constructed materials

Suggesting appropriate reading materials for school purchase

Assessing pupils' interests in reading materials to determine new titles to be added

Recommending to parents recreational reading opportunities for pupils.

## ROLE AND RESPONSIBILITIES OF THE TEACHER LIBRARIAN

The librarian contributes to the support of the reading program by:

Developing a broad collection of suitable reading materials

Creating an inviting center for reading enjoyment

Providing appropriate visual and auditory motivational and reading improvement materials

Planning programs and activities independently and with teachers to motivate reading

Introducing teachers and pupils to new multi-media materials

Encouraging teachers to participate in the selection of new materials

Teaching pupils how to find reading materials appealing to them in resource center

Assisting parents in the selection of reading materials for their children.

## ROLE AND RESPONSIBILITIES OF THE PUPIL

There are wide differences in interests, motivations, and achievement among the pupils in any given group. The pupil's achievement in reading may be related to the cultural background of the home, the expectations of the home, attitude of parents and peers toward learning, and to his feelings about himself. It is, however, important that the pupil understands his responsibility for:

Acquiring good work and study habits

Making use of real objects and materials, books and films for furthering comprehension and for expanding knowledge

Questioning, experimenting, and testing ideas in a manner which will insure sound, appropriate conclusions

Recognizing and developing the qualities necessary for good leadership and citizenship

Planning, working, and evaluating independently and with others

Participating in appropriate home, school, and community activities.

Pupils demonstrate enjoyment and appreciation of reading by:

Caring for reading materials at school and home

Seeking needed help in selecting books

Reading for pleasure each day

Sharing reading interests in a variety of ways

Feeling responsible for helping others enjoy reading

Broadening interests by reading from a variety of areas and materials

Selecting books to purchase for his personal library

Generating personal learning activities.

## ROLE AND RESPONSIBILITIES OF THE PARENT

The school must involve parents in understanding the important role they can perform in motivating their child to achieve academically. Parents should be encouraged to provide a climate conducive to academic achievement. This includes reinforcement activities, such as making frequent family visits to the library, providing a study area and reference materials at home, and actively encouraging the child to accumulate reading materials of his own.

Parents should be involved in evaluating their child's progress in reading. Progress reports indicate areas of strengths and weaknesses, but parents will also want to evaluate progress in terms of the child's performance and attitudes toward reading. Parents can help by encouraging the child to spend a part of his leisure time reading and to seek information in books rather than asking for it. Application of skills will indicate to the parents that their child is progressing in learning to read.

Parents need to know that they can communicate enthusiasm and pleasure in reading to the child by:

Encouraging rich and varied first-hand experiences

Indicating a respect for reading through their own behavior

Teaching the child how to take care of books

Planning oral reading by family members

Reading to the child at an early age

Listening to him tell stories and offering to tell some

Taking him to the public library frequently

Providing him with a place to read

Encouraging him to read for fun

Stimulating reading from varied areas and materials

Choosing books for gifts and adding to the child's own book collection

Suggesting that the child share books in his collection

Talking with the teacher regarding the child's expressed interest in reading materials

Becoming aware of current articles about reading and book selection.

## ENVIRONMENT FOR READING

A classroom environment prepared for learning to read must relate to the pupil's interests and needs and provide for his emotional, social, physical, and intellectual development. A positive emotional climate in the classroom is dependent upon the teacher's endeavor to understand and value the uniqueness of each pupil and the positive development of a pupil's self-image and confidence. The teacher must have knowledge, understanding of, and respect for the pupil and his world in order to extend his knowledge and interests.

A classroom environment in which reading interests can be developed and nurtured includes many books, magazines, newspapers, reference materials, charts, captions, labels, and pupil dictated and written stories and poems. Self-contained and departmental classrooms should contain a library center with reading materials which are invitingly arranged and easily accessible and be equipped with listening and viewing centers where stories and poems can be viewed, taped, and heard. Movable tables and chairs, shelf space, bulletin boards, area rugs for sitting, and a frequently changed, colorful display of books help to create a physical environment in which interest in and love for reading can flourish. Proper lighting (directional as well as intensity), ventilation, heating, and appropriate furniture are of utmost importance.

When reading instruction is directed to an individual or small group, the following suggestions should be considered:

Pupil seating arrangement should afford a clear view of teaching aids (charts, chalkboard, word cards, textual materials, listening posts, projectors).

Teaching aids should be readily accessible to both teacher and pupil.

The classroom areas planned for direct instruction should be free from general classroom interruptions.

The teacher should be stationed so that effective reading lessons can be conducted and, at the same time, activities of the entire classroom can be supervised.

The following time allotment is quoted from the State of Ohio Elementary Code. It is important to note that the Reading Program includes three phases: Developmental, Functional, and Recreatory. Time and instruction must be provided for all three.

Time Allotment
Elementary Code, State Minimum[1]

| Grade | Minutes/Week | Minutes/Day |
|---|---|---|
| 1 | 600 | 120 |
| 2 | 600 | 120 |
| 3 | 450 | 60 |
| 4-6 | 300 | 60 |

[1] 1971-72

## USE OF RESOURCE CENTERS

### Source of Reading Materials

The resource center provides the most extensive collection in the school of printed materials and reading related media for:

Exposing the pupil to a wide variety of materials for use in the center and at home

Providing rotating classroom collections

Reinforcing the special collections of reading teachers and other specialists.

### For the Pupil

Library skills are necessary to allow the pupil to take full advantage of the variety of materials available. The following classroom skills are extended and enriched by use of the resource center:

Locating, selecting, and organizing information

Motivating Recreatory Reading.

### For the Teacher

The resource center helps teachers with the reading program by:

Providing current literature in the area of reading instruction

Directing teachers to sources of audio-visual, kit, and other media for reading motivation and instruction

Preparing bibliographies to supplement teacher selections.

### For the Parent

The resource center lends parents materials for their own guidance and/or for use with children in motivating their reading development.

## DEFINITIONS OF READING LEVELS

The Scope and Sequence of Skills has been developed to encompass six reading levels, rather than the traditional grade levels, in order to accommodate the use of a variety of reading materials, teaching strategies, and school organizational patterns. A program which acknowledges continuous progress in reading provides that each pupil should receive instruction at his particular level of need.

A brief description of the reading levels follows. A more complete description of reading levels, A to D, with suggestions for implementing the program will be found throughout the accompanying curriculum materials.

Level A - Building Readiness for Reading Instruction

This level is one of experiences and planned activities to develop concepts and perceptual skills, motor coordination, directional skills, and oral language. Learning experiences are planned to develop those skills which are prerequisites to success and enjoyment in reading. Concepts are developed through sensory experiences and making generalizations of these experiences. It is to be noted that these pupils will vary in their abilities to achieve at this level.

Level B - Initiating and Developing Reading Skills

This level includes directed reading activities and systematic instruction in reading skills. Phonics and structural skills are introduced and applied. Literal and interpretative comprehension skills developed at the pre-reading level are applied to written language.

Level C - Developing Independence in Reading

The pupil demonstrates abilities to unlock words independently and develops interpretive and study skills which enable him to expand his reading materials and purposes for reading.

Level D - Demonstrating Independence in Reading

Essential principles of phonics and structural analysis are mastered. Increased work-study skills enable the pupil to work on projects involving a search for information. The pupil begins to vary his reading rate according to his purpose. He can compare, contrast, and use evidence to verify conclusions.

Level E - Extending and Applying Reading Skills

The pupil increases in his ability to locate specific information and demonstrates his understanding of written material by his organization and use of information in written reports, dramatizations, and book reviews. The pupil reads extensively, building a greater meaningful vocabulary, and applies all learned skills to new types of reading material.

Level F - Refining and Specializing in Reading Skills

Within this level more time is spent in study-type reading and appreciation of literary style. The pupil demonstrates ability to evaluate reading material, utilizing sound criteria or standards. He increases reading vocabulary; effectively interprets figurative, colloquial, and sensory words; infers relationships not stated; notes cause and effect relationship; and develops ability to draw pertinent analogies.

## GENERAL LEARNING AND STUDY SKILLS

General learning skills are inherent in the development of knowledge and skills in reading, as well as in other curriculum areas. Although general learning skills are listed here by reading levels, it is recognized that they cut across all levels. A skill once introduced and developed must be maintained, reinforced, and extended.

| Level A | Level B | Level C | Level D |
|---|---|---|---|
| Listens to and is able to follow simple directions | Follows oral and written directions | Reads directions independently and follows them | Extends ability to follow multiple-step directions; follows a study plan or guide independently |
| Observes by using all senses → | → | → | → |
| Locates information in books, pictures, self-help charts, and labels | Locates information in written context<br><br>Uses known numerical sequence to locate information<br><br>Begins to use a picture dictionary | Uses table of contents<br><br>Applies dictionary skills<br><br>Locates places on maps and globes | Uses table of contents to identify types of selections; uses indexes, card catalogues to find specific information<br><br>Uses guide words and pronunciation keys to locate and identify specific word meanings<br><br>Utilizes map keys; interprets diagrams and graphs |
| Classifies objects, materials, ideas | Organizes information under two headings | Organizes ideas acquired from reading | Classifies ideas in preparing outlines |
| Sequences events and ideas → | → | Sees relationships of time, space, distance → | → |
| Matches identical letter and word forms | Knows alphabet in sequence | Develops alphabetical skill to the second and third letters | Uses knowledge of alphabetizing in dictionaries, indexes, glossaries, encyclopedias, directories, card catalogues |

| Level A | Level B | Level C | Level D |
|---|---|---|---|
| Centers attention on a given topic | Concentrates on a given task | Establishes own purposes for reading and study | Selects from different types of reading material in exploring a given topic |
| Selects main ideas and notes details of pictures, stories, poems, songs | Summarizes events through oral discussions | Selects main ideas, notes details, confirms statements in written context | Summarizes and makes comparisons of events and ideas |
| Works independently for a brief period of time | Works independently and with others for a sustained period of time | Assumes committee work responsibilities | Assumes independent study |
| Records by using pictures, tallies, labels, or by dictating | Records information in written form | Begins to use note-taking techniques and develops the ability to outline | Writes reports, records notes for independent study; uses notes for oral reporting |
| Develops facility in the use of materials | Begins to use a table of contents<br>Begins to use a beginner's dictionary<br>Recognizes use of maps and globes | Begins to use encyclopedias, indexes, thesauruses | Begins to use directories and bibliographies<br>Uses title page, copyright date, glossary, appendix, reference and resource lists<br>Makes use of italics, marginal and footnotes<br>Makes effective use of library resources including newspapers and periodicals |
| Reads labels, pictures, and picture stories | Begins to read independently in library and supplementary books | Increases independent reading skill in content areas | Reads independently for a variety of purposes |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| | Reads without lip movement or marker | Increases the rate of silent reading | |
| | | Adjusts rate of reading to purpose → | → |
| | | Evaluates own reading skill | Advances own reading skill |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

| READINESS FACTORS | Level A |
|---|---|
| Physical[1, 2, 3, 4] | Motor Skills<br>Develops skills involving lower limbs<br>Develops strength and flexibility in the trunk<br>Coordinates vision and skills involving arms and hands to improve eye-hand coordination<br>Has consistent hand preference<br>Visual Efficiency<br>Develops left to right eye movement and return sweep<br>Increases eye span and strengthens movement of the eyes<br>Auditory Efficiency<br>Identifies, discriminates, and reproduces sounds<br>Maintains general health |
| Emotional[1] | Builds assurance and healthy self-concept<br>Shows self-confidence<br>Works well on his own<br>Demonstrates self-control |
| Social Factors | Listens without interrupting<br>Works and plays well with others<br>Completes tasks<br>Assumes responsibilities as assigned<br>Communicates with others appropriately<br>Cares for self and personal belongings<br>Treats others with kindness<br>Respects personal property of others |

[1]Health Curriculum
[2]Physical Education Curriculum
[3]Music Curriculum
[4]First School Experiences Curriculum

| LANGUAGE DEVELOPMENT[1] | |
|---|---|
| | Improves listening skills<br>Increases vocabulary and word meanings<br>Identifies a variety of objects or pictures of objects by name<br>Communicates freely with others<br>Enunciates and pronounces clearly<br>Develops sentence sense<br>Describes his experiences effectively<br>Tells a story from a composite picture<br>Tells a story in sequence<br>Anticipates what happens next in a story<br>Takes the part of a story character<br>Dictates experiences and concepts |

[1]Music Curriculum

| WORD IDENTIFICATION SKILLS | |
|---|---|
| Visual Perceptual Skills | Locates a given object, picture, symbol<br>Sees likenesses and differences in objects, pictures, letters; identifies form, size, color<br>Becomes familiar with language of visual terms: round, straight, circle, square, triangle, rectangle<br>Classifies by observable properties<br>Differentiates between letters of similar form but differing in their position, such as b and d<br>Recognizes shapes, letters, words when they appear in different setting, color, or size<br>Distinguishes sequential order<br>Reproduces patterns<br>Completes patterns<br>Writes alphabet letters[2]<br>Defines the environment in relation to self<br>Develops left-right eye movement and return sweep<br>Develops visual memory |
| Auditory Skills[1] | Distinguishes differences and similarities in many sounds<br>Reproduces and imitates sounds<br>Blends sounds<br>Supplies missing words in oral context<br>Identifies rhyming sounds<br>Identifies like sounds at the beginning and ending of words<br>Associates spoken sounds with the alphabet letters which represent them<br>Increases auditory memory span |

[1]Handwriting Basic Text Materials
[2]Music Curriculum

| COMPREHENSION SKILLS | |
|---|---|
| Literal | Listens to and demonstrates understanding by following directions<br>Observes likenesses and differences[1]<br>Classifies objects, events, ideas<br>Knows objects can be placed in more than one category<br>Associates symbols with meaning<br>Relates ideas in sequence<br>Recalls events in sequence, immediate and delayed<br>Acquires information through varied techniques<br>Identifies main ideas; notes details |
| Interpretive | Interprets given information: pictures, stories, investigations<br>Predicts what will happen next in a series of events<br>Makes comparisons; relates cause and effect<br>Evaluates information<br>Uses context clues |



[1]Visual Perceptual Skills

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level B

| VOCABULARY DEVELOPMENT | |
|---|---|
| **Vocabulary** | |
| Sight | Develops sight vocabulary<br>Uses picture clues<br>Compares and contrasts new words<br>Learns to look through the entire word when working out new words<br>Uses configuration clues to discriminate word form<br>Uses picture dictionary to find words<br>Identifies sentences by beginning and ending punctuation |
| Contextual | Identifies a new word from those surrounding it in a sentence and in a paragraph<br>Uses word definitions to identify new words |
| **Language** | |
| Oral | Extends listening and speaking vocabulary<br>Begins to use correct sentence form<br>Uses pronoun antecedents<br>Discusses and dramatizes stories in correct sequence<br>Develops effective oral reading skills and uses meaningful expression<br>Observes use of boldface letters to indicate emphasis<br>Recognizes large thought units and word groups |
| Written | Identifies letter names and their sequence in the alphabet<br>Recognizes the relationship of upper and lower case letters<br>Writes words independently<br>Writes simple sentences independently<br>Understands the meaning and use of punctuation marks and certain abbreviated forms<br>Uses language creatively in written expression |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level C

| VOCABULARY DEVELOPMENT | |
|---|---|
| **Vocabulary** | |
| Sight | Increases sight vocabulary<br>Distinguishes between sight words similar in appearance<br>Recognizes homonyms, homographs, antonyms, and synonyms<br>Uses beginning dictionary to find appropriate word meanings and pronunciation usage |
| Contextual | Recognizes natural word and sentence order<br>Uses context and comparison in identifying unfamiliar words |
| **Language** | |
| Oral | Uses word and punctuation cues as aids for intonation and inflection<br>Demonstrates knowledge of appropriate word meanings<br>Uses descriptive words and phrases<br>Distinguishes words according to use: nouns, verbs, adjectives<br>Develops skills in oral reporting of materials read<br>Conveys character emotions, visual images, and story moods through oral reading and dramatizations |
| Written | Applies writing, spelling, and punctuation skills in all written work<br>Recognizes and uses punctuation marks correctly<br>Records experiences effectively<br>Writes original stories and poems; writes new endings for other stories |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level D

| VOCABULARY DEVELOPMENT | |
|---|---|
| **Vocabulary** | |
| Sight | Extends sight vocabulary<br>Demonstrates an interest in word origins<br>Recognizes that word meanings change through time and usage<br>Expands knowledge of word meaning through the understanding of synonyms, antonyms, and homonyms<br>Expands vocabulary to include knowledge of specialized terms in content areas |
| Contextual | Adds to ability to use context to determine meaning of words and multiple meanings<br>Utilizes knowledge of the structure and patterns of English sentences to assist in the recognition of words and word groups |
| **Language** | |
| Oral | Becomes increasingly competent in dramatization, role-playing, dialogue reading, and choral speaking<br>Increases skill in discussing and reporting<br>Uses inflection, pitch, and rhythm in interpretation of printed text<br>Reads various literary forms with increasing skill and appreciation |
| Written | Extends understanding of the relationship between oral and written language<br>Understands the purpose of written language in such various forms as poetry and narrative prose<br>Uses punctuation with increasing facility<br>Masters use of abbreviated word forms<br>Uses written language with increasing effectiveness in creative writing |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level B

| WORD ANALYSIS SKILLS | |
|---|---|
| Phonetic | Associates sounds and letters of initial, then final consonants<br>Uses initial and final consonant sounds to identify new words; recognizes medial consonants<br>Substitutes initial and final consonant sounds<br>Knows and uses short vowel sounds to identify new words<br>Knows and uses long vowel sounds to identify new words<br>Associates visual and auditory perception of rhyming sounds<br>Learns selected consonant blends and digraphs<br>Learns selected diphthongs, double vowels, and vowel digraphs<br>Recognizes some vowel variants<br>Notes certain silent letters<br>Extends skill in blending sounds |
| Structural | Recognizes capital letter forms<br>Hears syllables in words<br>Uses familiar word parts to identify new words<br>Recognizes singular and plural forms of words by adding s<br>Recognizes the root word and variant endings of known words<br>Recognizes and makes compound words<br>Recognizes contractions and their component parts |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level C

| WORD ANALYSIS SKILLS | |
|---|---|
| Phonetic | Masters sounds of consonants in initial, medial, and final positions<br>Masters sounds of short and long vowels<br>Identifies and uses the schwa sound<br>Compares word parts in final position<br>Recognizes blends, digraphs, and diphthongs<br>Uses the soft sound of c and g<br>Recognizes and uses the vowel variants<br>Recognizes silent letters<br>Recognizes diacritical markings |
| Structural | Identifies syllables of words; recognizes syllables in words of one medial consonant, one medial digraph, two medial consonants<br>Identifies the vowel sound in every syllable<br>Recognizes and knows meanings for suffixes and prefixes<br>Makes generalizations in changing nouns from singular to plural<br>Makes generalizations in changing verb endings<br>Recognizes comparative and superlative forms<br>Uses knowledge of contractions, possessives, and compound words to identify unfamiliar words |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level D

| WORD ANALYSIS SKILLS | |
|---|---|
| Phonetic | Uses skillful methods in attacking new words<br>Extends awareness of more difficult digraphs and diphthongs in unfamiliar words<br>Utilizes diacritical markings to identify unfamiliar words |
| Structural | Recognizes the root word in different positions<br>Uses knowledge of common suffixes and prefixes to identify the meaning of unfamiliar words<br>Recognizes syllabication of multiple syllable words<br>Recognizes the sound of single vowels at the end of accented syllables<br>Develops generalizations about accented and unaccented syllables<br>Uses syllabication to help in identification of unfamiliar words |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level B

| COMPREHENSION | |
|---|---|
| Literal | Locates given information<br>Reads to verify information<br>Recognizes and recalls events of time and place in sequence<br>Recognizes emotional attitudes of story characters |
| Interpretive | Interprets story facts<br>Draws conclusions from story facts<br>Predicts outcomes and checks predictions by reading<br>Makes inferences from given facts<br>Recognizes the main idea in a story<br>Distinguishes fact and fantasy<br>Sees relationships in time and place<br>Recalls and evaluates materials read |

| COMPREHENSION | SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING<br>Level C |
|---|---|
| Literal | Recalls and verifies specific information<br>Can sequence main ideas, time, and story settings of factual and fictional stories<br>Identifies introductory and concluding paragraphs<br>Locates main ideas in paragraphs |
| Interpretive | Recognizes the relationship of details to main ideas<br>Notes cause and effect relationships<br>Makes deductions and draws conclusions from written material<br>Compares characters, plots, events<br>Relates illustrations to text for interpretations<br>Makes inferences from implied words and related facts<br>Distinguishes between fact and fiction<br>Interprets the author's ideas<br>Understands different literary forms; i.e., poetry, prose<br>Reads with understanding in the content areas<br>Uses critical thinking skills in problem solving situations |

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level D

| COMPREHENSION | |
|---|---|
| Literal | Uses a variety of resources to verify specific information<br>Recognizes sequence of events and ideas in various literary forms |
| Interpretive | Extends ability to locate main idea; notes supporting details<br>Increases skill in recognizing cause and effect relationships<br>Uses evidence to evaluate conclusions<br>Recognizes techniques used by author to develop the plot<br>Recognizes and interprets specific types of fiction and non-fiction<br>Distinguishes between fact and opinion, relevant and irrelevant facts<br>Recognizes distortion and exaggeration<br>Extends ability to recognize the implied meanings of words<br>Extends and interprets the use of descriptive language<br>Analyzes emotions and motives of characters<br>Compares and contrasts characters in different selections<br>Uses new information to form or change attitudes |

## DIAGNOSING READING NEEDS

In the diagnosis of reading problems, the teacher has four objectives: (1) to determine the level on which instruction should take place; (2) to define the pupil's reading strengths, as well as his weaknesses; (3) to identify and give help with the specific skills in which the pupil is deficient; (4) to strengthen and extend the skills which the pupil has learned.

Diagnostic and prescriptive instruction should be an integral and continuous phase of each teacher's reading program. Proficiency in diagnosis should lead to the development of an individualized program that fosters success for each pupil.

### Procedures for Classroom Diagnosis

The classroom teacher is in the best position to recognize reading problems and reduce the possibility of seriously handicapped readers. Through the use of diagnostic material available, the teacher formulates a pattern of the pupil's reading problems and plans his program accordingly. In order to understand a pupil's reading needs, the following steps are suggested:

I. Observe

| | |
|---|---|
| Level A | Observe how the pupil develops the ability to use the reading readiness skills. |
| Level B, C, D | Observe the pupil in various reading situations and how he uses the skills in functional and recreatory reading. |

II. Test

Informal tests administered and interpreted; standardized and diagnostic tests interpreted. Diagnostic instruments include reading readiness tests used to predict reading achievement in the primary grades; tests of visual perception used to measure a pupil's visual perception ability; standardized survey tests designed to measure a pupil's overall reading ability; standardized diagnostic tests used to determine a pupil's specific difficulties in reading; oral reading tests given individually to note common characteristics of oral reading such as word-by-word reading or guessing words; the individual reading inventory used to determine a pupil's different reading levels and specific reading needs.

III. Compile data

The use of school records (academic, health, etc.), interviews with former teachers, psychological services (if warranted), conferences with parents are most informative and can help in compiling factors affecting reading progress.

Physical well-being, vision, hearing, speech, intelligence, language facility, experience background, mental health, and social attitudes and interests are essential factors to be investigated when a pupil fails to make expected progress in reading. However, effective diagnosis depends on the skillful interpretation of this data.

IV. Formulate hypothesis

Based on the above information, the teacher forms an hypothesis about instruction adjustment.

V. Prescribe instruction

The teaching is now done in accordance with the hypothesis.

VI. Retest

The teacher evaluates the effectiveness of the prescribed instruction.

The teaching, testing, reteaching process is a continuous one.

The classroom teacher can use the following techniques to diagnose a pupil's reading difficulties:

Are Pupils Ready to Read? - A good readiness program is directed toward the development of concepts and proficiency in language skills and habits necessary for initial reading instruction. Planning requires training in one or more of the following areas based upon need of individuals or small groups.

Concept development
Auditory discrimination
Visual discrimination
Knowledge of the alphabet
Left to right progression
Ability to follow directions
Ability to use language in communicating with others
Ability to associate symbols with meaning
Enjoyment of stories, poems, and books

Classroom Observation - One of the most important diagnostic techniques is the teacher's classroom observation of the pupils. The teacher notices each individual's response to instruction. She jots down information relative to various aspects of the pupil's reading, such as recognition of high-frequency sight words, his ability to work with initial consonant blends, vowel sounds, syllables, and prefixes. A note should be made of the way the pupil handles picture clues and context clues. The teacher observes how the pupil attacks unknown words or how he learns a new word. The teacher notes how the pupil applies the skills and concepts learned in other reading situations.

The list of words at the back of a basal reader may be used for checking vocabulary. If the pupil can identify (at sight within

5 seconds) 90 or 95 percent of the words, the vocabulary in the next level reader may be used for checking. Also, teacher-made lists of words from readers at various levels may be developed by the teacher and used in similar fashion.

The Dolch Basic Sight Word List tests 220 words which occur most frequently in all reading material. This test is a good measure of the sight vocabulary known by the pupil since the words are not used in context. As the pupil reads the words from a test sheet, the teacher records the errors made on another copy of the test.

Approximate reader levels based on Dolch Basic Sight Word List:

| | |
|---|---|
| 0 - 75 | Pre-Primer |
| 76 - 120 | Primer |
| 121 - 170 | First Reader |
| 171 - 210 | Second Reader |
| Above 210 | Third Reader or above |

Interest Reading Inventory - Checklists are helpful in estimating pupils' skills, attitudes, and behavior. Such a checklist as the following is used in observing and evaluating attitudes toward reading.

Inventory of Growth in Attitudes and Interests Toward Reading

| | Yes | No |
|---|---|---|
| Does he enjoy school and association with other children? | | |
| Does he enjoy listening to stories? | | |
| Does he anticipate reading instruction with pleasure? | | |
| Does he read books frequently during free periods? | | |
| Does he find opportunities for reading at home? | | |
| Does he show interest in reading a variety of materials? | | |
| Does he appear anxious to read orally? | | |
| Does he read for information? | | |
| Does he usually finish the books he starts? | | |
| Does he have favorite types of books? (Name categories) | | |
| Does he make frequent use of the school or public library? | | |
| Does he make frequent selections, returning all in a minute or so? | | |

Teacher-Made Tests - Teacher-made tests usually assess how the pupil functions in specific types of reading tasks. They should be short, simple, and relevant to the particular skill being taught.

These tests may be used to determine the pupil's ability to recognize words at sight, to use word attack skills, to understand specific word meanings and groups of words, to comprehend what is read, and to read critically.

The most commonly used are those which, because they are testing only one or two factors, are often devised and administered on the spot; i.e., when the teacher is working with the pupil. If a teacher wants to know if the pupil knows how to blend the digraph sh, the teacher asks the pupil to pronounce several words which begin or end with sh.

A checklist, such as the following, could be used in preparing the test exercises.

Does he have difficulty following the line of print left to right?

Does he exhibit letter reversal? word reversal?

Does he continually lose his place?

Does he miss words that look alike?

Does he miss words that are obviously different?

Does he know the meanings of words he can pronounce?

Does he hear likenesses and differences in words?

Does he mispronounce or substitute initial, medial, or final consonants?

Does he use skills of syllabication?

Does he mispronounce words that contain prefixes, suffixes, or compound words?

Does he have difficulty understanding what he reads?

Does he recall main ideas?

Does he have difficulty in following directions?

Does he have difficulty in organizing the author's ideas?

Does he have difficulty putting ideas in sequence?

Informal Reading Inventory - The informal reading inventory can be "teacher-made" from a set of graded basal readers the pupil has not seen before. It is composed of two selections--one for oral and one for silent reading--at each level of the series. Comprehension questions follow each reading, and the kind of questions should include main ideas, details, drawing conclusions, inferences, sequence, cause and effect, and vocabulary. Care is needed in creating questions, for the quality of the questions determines the usefulness of the instrument. The pupil should be started at a relatively easy level and continue to read successively more difficult selections until the teacher deter-

mines his various reading levels. By carefully marking the errors made in oral reading and by evaluating the kinds and frequency of errors and answers to comprehension questions, he can identify the pupil's independent, instructional, frustration, and capacity levels. The levels are as follows:

Independent Level

At the independent level, the pupil needs no help in reading the material. He understands the ideas presented. He pronounces accurately 99 percent of the words of the passage. There are no signs of poor reading habits or tension, such as finger pointing, frowning, or lip movement in silent reading. His reading is well phrased. His silent reading is faster than his oral reading. The pupil is free to enjoy the story content.

Instructional Level

The instructional reading level is determined from the level of the book in which the pupil can read with no more than one word recognition error in each 20 words and has a comprehension score of at least 75 percent. At this level, the pupil reads orally without tension, in a conversational tone, and with proper phrasing. Silent reading is faster than oral. The pupil is able to use word recognition clues and techniques. This is the level at which a pupil is able to make successful progress in reading under teacher guidance.

Frustration Level

The pupil has difficulty coping with the reading task. His understanding of the ideas is limited. He cannot pronounce 10 percent or more of the words. Signs of tension and faulty reading habits are evident. Rate of reading is slow. He moves his lips and may even whisper. Oral reading is characterized by word-by-word reading and poor phrasing. He may substitute, repeat, insert, or omit words, or put the whole thing aside as quickly as possible--or invert.

Capacity Level

The pupil understands material read to him on this level. In recall, he pronounces the words accurately and uses them precisely in describing facts. He is usually able to supply additional pertinent information from his experience or can carry over some of what he has learned in future related situations. This gives a measure of the next level which he can hope to achieve in reading.

Group Diagnostic Tests - From a group diagnostic test, a teacher can determine if a pupil's reading difficulty is due to weaknesses in vocabulary, word recognition skills, or sentence and paragraph comprehension. A planned instructional reading skills program should be designed to meet the skills of reading in which the pupils are deficient. Those tests that cover kindergarten through fourth grade usually measure

reading readiness, visual and auditory discrimination, vocabulary, and comprehension of stories or paragraphs. Tests for grades four to eight usually measure word recognition, comprehension, vocabulary rate, and word attack.

From the results of the diagnostic tests, the teacher makes an item analysis for each pupil. This analysis will enable the teacher to group for skills. Sub-skill grouping is important because pupils will have common difficulties regardless of reading level. Since pupils in the top group may lack some of the same skills as those in the lowest group, sub-grouping is a necessity. After the skill is mastered, the group may dissolve.

Standardized Tests - A standardized test score usually provides measure of comprehension and vocabulary knowledge and can usually give a broad picture of the grade level at which a pupil reads. The composite scores can be helpful when making decisions about classroom organization. They give a picture of the range of achievement levels and serve as a guideline for sub-grouping. These tests are diagnostic only in that they give limited information on vocabulary and comprehension. They do reveal those pupils reading below level who may be candidates for either corrective or remedial instruction.

Psychological Tests - In the diagnosis of reading needs for differentiated instruction, the services of the school psychologist may be useful, especially in cases involving difficulty in analyzing the pupil's needs on the basis of standardized tests. The teacher may see some discrepancy in the pupil's classroom functioning and the group test scores.

> In such cases, the pupil may be placed in a slower group or estimated to have a low functioning level, but in actual classroom performance he functions normally.
>
> The majority of diagnoses can be made through other techniques, but in specific instances there will be pupils who, for one reason or another, cannot be properly assessed through the usual methods. The school psychologist is a highly trained member of the school team. This person is trained in the administration and interpretation of intelligence, achievement, personality, and visual-motor assessment techniques.
>
> The psychologist can employ a variety of techniques besides tests and, in some cases, an evaluation may be made without additional tests being given. Because of his specialized training, the psychologist can be called upon to help in diagnosing reading needs in those instances of difficult analysis. It is possible that any pupil may have previously been seen by the school psychologist and the psychological report in the pupil's cumulative record could help. A referral on request can be made for services of the school psychologist through the principal.

Perceptual Skills[1] - Well developed perceptual skills are essential to the normal progression in learning to read. If there is a problem, it is necessary to define the various perceptual areas specifically and to use a variety of teaching methods to compensate in the individual pupil's handicap. Assistance with special techniques and materials is available through the supervisor.

Checklists developed from the Sequence of Skills, such as those preceding the activities list for each reading level, not only develop a picture of the pupil's strengths and weaknesses but help the teacher form instructional groups and plan teaching strategies.

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[1]Refer to Visual Perceptual Skills, pages 59-66.

## ORGANIZATION FOR INSTRUCTION IN READING

Building each student's reading power to the maximum level of his ability is a major goal and concern of the reading program. How the class is organized for instruction is a major factor in determining this.

Organization is a device which uses all available resources to achieve the purposes and objectives of the instructional program. Higher achievement results can be attained when the organizational plan endeavors to appropriately place each pupil for instruction.

### Grouping

Present-day practices reveal that most classes are divided into several groups based on reading levels, as determined by tests and/or teacher observation. In self-contained or departmental classrooms the pupil is assigned to an instruction group because he can recognize most of the vocabulary in materials at a given level without assistance and can perceive the literal meanings of the ideas represented. The number of groups will vary according to the diversity within the class.

In some situations pupils are grouped according to interests of pupils, with membership of the groups kept flexible. The pupil should have an assigned skill group but may have visiting privileges to other groups.

Regardless of the plan used for reading instruction, the following factors should be a guide:

1. Instruction should be based on needs of pupils. Pupils vary in their rate of learning; therefore, knowledge of several techniques must be known.

2. Diagnosis and evaluation must be continuous with instructional plans centered on areas of need. Pupil self-evaluation is important in diagnosing and evaluating.

3. A variety of reading materials and teaching aids should be made available to pupils in addition to the basic texts.

4. "Peer" help groups should be planned for pupils who need additional practice and reinforcement in specific reading skills.

5. For able learners, advanced functional and independent study skills should be stressed.

## Individualization

Individualized instruction is characterized by the creation of learning environments in which pupils proceed at a self-determined pace, often on self-selected subjects, to achieve self-evaluated and self-satisfying goals. Individualized reading is usually considered to be a procedure in which each pupil chooses a selection he wants to read from a variety of materials and is given needed instruction in individual conferences with the teacher. The pupil progresses at his own rate; little assistance is provided outside the conference time. Teachers who plan such individualized programs must have knowledge of the skills program, employ diagnostic procedures, and be well acquainted with hundreds of basal and trade books. Some of the best features of individualized reading can be combined with basal group reading by following completion of basal books by individualized reading or by following several days of group work with several days of individualized reading.

Organizational structure, curriculum materials, and teaching processes all affect individualization. Flexibility in grouping and in scheduling is essential. Different instructional activities may require different arrangements and elements; therefore, the best organization plan will be that which insures flexibility in the use of time, space, personnel, instructional materials, and resources.

Instruction can become individualized through the use of learning packets and activities that are self-directing and self-checking. Numerous activities suggested for developing the skills of each reading level may be used. Pairing of pupils for cooperative working on an assignment can promote more effective individualization of instruction. Teachers will find it necessary to alternate between group and individual instruction and between large and small group work.

Various suggestions are available for modifying school organizational structure in order to differentiate instruction. Among these are:

> Team Teaching, a plan in which two or more teachers share in planning, instructing, and evaluating two or more class groups. Groups of pupils may be combined according to common needs, strengths, or interests in order to take advantage of specific teacher skills. The cooperative effort of teachers helps clarify and strengthen the diagnosing, planning, and evaluating of pupil progress.
>
> Nongradedness, a plan which calls for grouping pupils by ability, interest, or needs rather than by traditional grade or age groupings. Pupils are guided at their own rates through planned learning experiences of several years' duration. Continuous progress of pupils becomes the basic goal of the program with no artificial end-of-the-year promotions and no forced repetition of work.

## PROCEDURES FOR INSTRUCTION IN READING

The systematic instruction which develops reading power is given principally during the daily reading lessons. These lessons should include the basic elements outlined below; however, the ability of the pupil and the nature of the reading selection determine when and how many basic elements will be included in each lesson and the amount of time spent on each. It is important to note that the description here is in terms of basal readers. Various reading approaches may call for different lesson organizations. The sequence of skills and organization of the reading program being used should be followed. In general, the lesson steps listed below are recommended for the implementation of the developmental reading program.

### Step I. Preparation

- Background for Reading

This includes "setting the stage" and building readiness for the selection to be read. Often a new selection is related to an experience a pupil or the teacher may have had. Interest can be aroused by asking questions or by using pictures, models, or realia related to the story content.

- Introducing New Vocabulary

All new vocabulary skills are introduced during the preparation step through presentation of new words in oral or written context. Pupils are guided to use all previously taught word attack skills to unlock new words, as well as the surrounding context to determine the meaning of the word in the particular situation.

### Step II. Reading and Discussing

- Setting Purposes

For pupils to think of reading as a tool for gaining information and solving problems, reading must be purposeful. Examples of purposes for independent silent reading include: to prove or disprove a prediction about story content, to find answers to questions, to solve problems set up by an individual or the group, to verify information.

- Guiding Oral Reading

Guided oral reading includes rereading for specific purposes, as well as for discussion of original purposes for silent reading. The higher the reading ability of the group, the less will be the amount of oral reading needed to check on accuracy of comprehension. Other purposes for reading aloud are to read to others for enjoyment, to relate information, and to enact the roles of story characters.

Step III. Follow-up Activities

These include teacher-directed activities for reinforcement of words and skills being taught, independent work related to reading to provide enrichment or reinforcement to the individual pupil according to his need, and related activities to enrich the total reading program.

Often related reading activities are planned and provided for pupils in the classroom for the time the teacher is working with an individual or an instructional group. The activities selected should meet as many of the following criteria as possible:

Have a real purpose
Relate to pupil's interests
Meet pupil's abilities, needs, and rate of working
Encourage pupil growth
Include variety so that pupil has a selection of materials and activities
Provide for creativity
Help to establish good habits
Insure wise use of time

In many instances, teachers will create their own exercises and activities in order to give individual instruction in a specific skill. Such activities provided should be self-directing and self-checking.

Step IV. Evaluation

Diagnostic checklists, types of activities for developing reading skills, and measurement items are suggested for the selected skills in Reading Levels A-D.

Defined performance skills make clear to teachers, pupils, and other interested persons what a pupil should be able to do as a result of the instructional program. They indicate the pupil's mastery of and ability to apply the skills and understandings he has been taught.

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the visual perceptual, auditory, and comprehension skills of Level A, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils.

## SUGGESTED DIAGNOSTIC CHECKLIST

## LEVEL A

Readiness Factors:

_____ Has left to right eye movement and return sweep

_____ Demonstrates self-control

_____ Listens without interrupting

_____ Completes tasks

_____ Relates experiences effectively

_____ Tells a story in sequence

Visual Perceptual Skills:

_____ Locates a given object, picture, symbol

_____ Sees likenesses and differences in objects, pictures, shapes, sizes, letters of alphabet

_____ Completes patterns

_____ Reproduces patterns

_____ Differentiates alphabet letters

_____ Matches words

_____ Recognizes some words by sight

Auditory Skills:

_____ Hears and can reproduce sounds

_____ Hears rhyming sounds

_____ Hears like sounds at the beginning and ending of words

Auditory Skills: (continued)

_____ Blends sounds

Comprehension Skills:

_____ Associates symbols with meaning

_____ Classifies objects by properties

_____ Interprets single pictures to discuss details

_____ Interprets picture-stories in sequence

General Learning Skills:

_____ Listens to and is able to follow simple directions

_____ Works independently for a sustained period

_____ Undertakes new tasks willingly

_____ Demonstrates eye-hand coordination

_____ Demonstrates interest in books and other learning materials

## READING LEVEL A

### LANGUAGE DEVELOPMENT[1]

**Skills:**

Improves listening skills

Increases vocabulary and word meanings

Identifies a variety of objects or pictures of objects by name

**Activities:**

Correctly name and, when appropriate, label objects, material, actions, people.

Use opportunities in daily activities to increase listening and verbal skills, such as: sharing time; conversation at snack time; role playing; creative dramatics; planning and evaluating sessions; caring for materials, plants, and pets; discussing health and safety practices; music participation and listening periods.

Have pupils identify objects in the classroom and in pictures.

Plan for pupil to touch objects around the room for another pupil to name.

Give directions such as: "Bring the red block." "Get the small, light blue crayon."

Provide materials for cutting pictures for a word chart.

Provide a "feel" or "mystery" box or bag for identification of object by size, shape, color, texture.

Plan "name-game" activities for identifying objects.

Use audio-visual materials in a variety of subject areas to increase word meanings.

Use picture dictionaries to provide for identifying and naming objects.

Prepare follow-up activities on tapes to accompany a series of picture stories.

Take neighborhood walks during which the pupil is directed to listen to and to look for specific things, such as "signs of spring," "people reading." Invite pupil to comment on what he has seen. (Photographs taken by pupils may be used.)

[1]Speech Curriculum
Music Curriculum

Activities: (Continued)

Read stories and poems aloud as often as possible. Purposely vary the volume of your voice to acquaint pupils with varying degrees of loudness and softness.

Make it a practice to give directions or make important announcements in a voice that is quiet.

Use a tape recorder to record and play back conversations of pupils.

Teach pupil to listen for the main idea in a paragraph by stressing the main idea sentence.

Skills:

Communicates freely with others

Enunciates and pronounces clearly

Develops sentence sense

Describes his experiences effectively

Activities:

Utilize the pupil's natural curiosity. Encourage and guide him to ask questions; to talk freely about his experiences, needs, concerns.

Promote the sharing of toys, games, pictures, and interesting happenings. Encourage pupils to speak in sentences.

Motivating pupil to participate in activities requiring use of language: discussing "news" of the day, taking part in "play" activities (playhouse, block building), discussing daily matters, setting goals together, reviewing class "rules."

Motivate informal dramatic play by providing appropriate materials; i.e., toys serving many purposes, signs to wear and hold.

Pair pupils to work together in listening and responding to recordings, in telling a flannel board story, in presenting a puppet show.

Stimulate participation by capitalizing on pupil's interest for listening and discussion activities: a new pair of shoes, construction work in the neighborhood, the first snowfall, a new classroom pet, an astronaut in space.

Activities: (Continued)

Provide practice through records, tapes, and peers in saying difficult sounds. Commend the pupil for efforts and progress.

Use a chart, old catalogue, book of pictures to "test" sounds in initial, final, medial positions.

Record pupil's voice to stimulate correct pronunciation and use of sentences.

Guide pupil to respond to greetings and questions of others; to tell about "news" of the day, deliver messages, show parent/visitors around the room.

Discuss courtesy of facing person to whom talking.

Ask pupil to describe a classmate so others will recognize and identify.

Make provisions for pupil to describe what he is doing.
Examples: "I am stringing the round, blue bead on the string." "A boy is in my picture."

Accept and encourage the pupil's responses. Converse with the pupil often. Talk to him individually about his art work, independent work, discoveries, family, favorite play choices, and TV programs. Ask questions relating to what, who, when, where, how, why. Suggest that pupil relate his experiences to others.

Offer experiences for pupil to assume leadership roles: the leading of songs, the organizing of snack time, the review of how to play a game, the deliverer of a message, the director of an activity.

Provide opportunity to role play use of the telephone.

Refer special needs (stuttering, hearing loss) to supportive services.

Skills:

Tells a story from a composite picture

Tells a story in sequence

Anticipates what happens next in a story

Takes the part of a story character

Activities:

Use finger, stick, or sock puppets for pupils to tell a story or about an experience.

Use felt cut outs or pictures to tell a story in sequential order.

Show picture of an action. Ask pupil what might be put in the next picture.

Read part of a story. Ask pupil to supply an ending.

Encourage dramatization of Mother Goose Rhymes, stories, recordings. Discuss the emotions which the characters portray.

Plan for pupil to pantomime a story or an activity for others to describe.

Provide materials for making cut-out pictures that illustrate stories.

Skill: Dictates experiences and concepts

Activities:

Provide dictated labels for art projects.

Record dictated experience stories, directions, and experiments.

Use tape recorder for pupil to record his own story.

Provide pupil with an audience for relating experiences.

Discuss and list words relating to the senses--look, see, glance.

Discuss and record the dialogue between two or more characters of a familiar story.

READING LEVEL A

AUDITORY SKILLS

| | |
|---|---|
| Skill: | Distinguishes differences and similarities in many sounds |
| Activities: | Provide a wide variety of listening activities. Include recordings, musical experiences, story telling, listening posts, and listening games. |
| | Help pupil identify sounds heard at home, at school, on the way to school. |
| | Take walks to hear sounds: traffic, working noise, people talking or whistling, bird singing, dog barking. |
| | Tape known sounds for repeated listening experiences. Examples: a rainstorm, boots squishing in a puddle, roller skates on a sidewalk. |
| | Have pupil make his own sound-effect recordings. |
| | Help pupil identify and distinguish sounds that are near and sounds that are far away. |
| | Tap on wooden block, glass, tin can, cardboard box; have pupil listen to the sound. Later have object identified by sound heard as object is tapped. Pupil may be the leader. |
| | Have pupil close eyes to identify sounds of snapping fingers, closing door, tearing or crumpling paper, someone walking. Pupil may be the leader. |
| | Provide opportunities for pupil to identify known people by their voices. |
| | Have pupil close eyes, then point in the direction of a given sound. |
| | Play records for sound identification. (Suggest that pupils create body movements for the sounds heard.) |
| | Provide practice in recognizing two words which are alike among four or five words named. |
| | Provide exercises which stress gross auditory differences. Example: "Tell me if these two words are the same or different: cup - cup; baby - mother." |
| | Play two to ten notes on the piano; ask pupil to clap or bounce a ball the same number of times. |

Activities: (Continued)

Place different materials in boxes. Have pupil identify contents by shaking and listening to "sounds" they make.

Give directions, such as: "Turn around two times and ring the bell." "Put the bell on the table; hop back to your place." Increase the number of directions as pupil gains in skill.

Say words that sound similar (money, monkey). Say one softly; the other, loudly. Ask which was said softly/loudly.

Use names of pupils for clapping rhythms.

Play "Simon Says" with sounds. Have pupil listen for a specific sound in words. When he hears the sound, he moves forward.

Show two pictures which sound similar (pear, bear). The pupil chooses the one which is said. Two children can do this together. The Language Master can be employed.

Have pupils discriminate between commonly substituted sounds; for example, "th" for "s"; "w" for "r"; "b" for "v." Say two words, then have the pupils decide which is said correctly. Discuss how the sounds are made: the tongue protrudes for the "th" but stays behind the teeth for the "s."

Measurements:

Given a series of sounds, pupil can identify those that are alike.

Pupil can indicate recognition of a variety of rhythms by clapping hands to the beat of the rhythm given.

Skills:

Reproduces and imitates sounds

Blends sounds

Activities:

Request the assistance of a speech therapist for those pupils with poor articulation skills.

Serve as a speech model for the pupil. Enunciate distinctly.

Read stories, sing songs, recite poems which offer opportunities to imitate sounds of people, animals, machines; rain, wind.

| | |
|---|---|
| Activities: (Continued) | Plan echo games for sound imitation.<br><br>Have pupil repeat sounds made by the teacher or pupil leader: loud or soft, fast or slow, more or fewer, high or low.<br><br>Encourage pupil to vocalize the sounds of animals or objects when interpreting pictures or participating in story telling.<br><br>Pair sounds which are produced similarly (b, p; v, f; s, z; t, d). Have pupil imitate and select the appropriate letters.<br><br>Say words in parts. Have pupil say words in parts, then ask pupil to say complete word at regular pace. (f---a---ce) |
| Measurements: | Given a series of four words or sounds, pupil can repeat the series of words or sounds.<br><br>Given a known word, pupil can add a beginning or ending sound to make a new word. Example: and - sand; star - start. |
| Skill: | <u>Supplies missing words in oral context</u> |
| Activities: | Ask pupil to supply necessary word/words to complete a sentence/story.<br><br>Tell riddles; ask pupil to supply the answer.<br><br>Have pupil demonstrate knowledge of content by selecting or drawing an appropriate illustration.<br><br>Name three objects in a given classification. Ask pupil to supply another appropriate word, such as: "Some things in the kitchen are stove, table, refrigerator, and _____." |
| Measurements: | Given an incomplete sentence, pupil can supply missing word. Example: "Mother bought food at the _____." (store, supermarket, shop)<br><br>Given a simple riddle, pupil can supply a correct answer. |

| | |
|---|---|
| Skill: | Identifies rhyming sounds |
| Activities: | Have a box of toys or small objects that rhyme: bear, chair; star, car. Have pupil pair the objects that rhyme.<br><br>Display pictures of things that rhyme. Help pupil to group rhyming pairs or hang rhyming pairs together on a pegboard.<br><br>Have pupil clap when a rhyming word is used.<br><br>Ask pupil to supply the necessary word to complete a rhyme.<br><br>Provide instances for pupil to hear and say rhyming sounds: poems, nursery rhymes, names of children (Larry, Harry, Barry).<br><br>Make up poems and songs using pupils' names and rhyming words.<br><br>Have one pupil say a word, the next pupil say a rhyming word, and so on until all possibilities seem exhausted. As a variation, use nonsense words or syllables.<br><br>Duplicate pictures of rhyming words for pupil to cut apart and pair. |
| Measurements: | Given picture cards of rhyming objects, pupil can pair those which rhyme.<br><br>Given a dictated word, pupil can give another word which rhymes with it. |
| Skills: | Identifies like sounds at the beginning and ending of words<br><br>Associates spoken sounds with the alphabet letters which represent them |
| Activities: | Have pupil group picture cards with the same beginning or ending sound and letter representing the sound. Use the pegboard for grouping the cards together.<br><br>Plan opportunities to name all things in a given picture beginning with a specific beginning sound. Provide time limitation for "game" activity. |

Activities: (Continued)

Suggest that pupils create "roll" stories in which all pictures show action that begins with the same sound. Examples: skate, skip; run, ride

Have pupil select words stated or pictured that begin or end with a given sound.

Call attention to names beginning or ending with the same sound, such as: Mark, Mary; Pam, Jim.

Ask pupil to find things in the room that begin/end alike: piano, paint, puzzle; paint, light, basket.

Direct the making of booklets of pictures that begin/end with the same sound.

Give three words, two of which start (or end) with the same sound. Ask pupil to repeat the two starting (or ending) with the same sound.

Provide instances when the pupil uses spoken context and the beginning sound to supply a missing word.

Introduce the letter representing a given beginning/ending sound. Ask pupil to name or show (by holding up appropriate letter card) the given consonant letter and the sound for which it stands when appearing at the beginning or ending of a word, such as: book, ball, boat, and skip, top, mop.

Have selected pupils act as a train engine and caboose. Other pupils with illustrated word cards of specific beginning and ending sounds say the words. One pupil decides whether to give the card to the engine (initial) or caboose (final). The "train" can accept or reject the card.

Measurements:

Given three words, two of which start (or end) with the same sound, pupil can identify the two which start (or end) alike.

Given spoken context and the beginning sound, pupil can supply a missing word. Example: "Mother puts food on the t_____." (table)

Skill:

Increases auditory memory span

| | |
|---|---|
| Activities: | Provide opportunities for pupil to repeat directions; relate his name, address, telephone number; answer who, what, when, where questions after listening to a story; deliver oral messages; retell stories, memorize finger plays, songs, poems.<br><br>Have pupil perform a series of verbal directions in a certain order; i.e., "stand up," "stand up and go to the door," "stand up, go to the door, and raise your right hand."<br><br>Encourage pupil to dictate stories of experiences and "tell" his own stories and poems.<br><br>Stop intermittently when telling a story. Ask questions about the story.<br><br>Play game, "I went on a trip and in my suitcase I packed _____." First pupil adds a word beginning with a given sound, next pupil says sentence, first word suggested, and adds a second item beginning with the same sound, etc. |
| Measurements: | Given a simple message, pupil can repeat it correctly.<br><br>After listening to a short story, pupil can identify sequence of four or five pictures relating to the story. |

## READING LEVEL A

### VISUAL PERCEPTUAL SKILLS

**Skill:** Locates a given object, picture, symbol

**Activities:**

Direct pupil to find named objects in pictures, films, overhead projections.

Describe an object by observable properties. Ask pupil to locate the object.

Have pupil select identified object from others in a picture or pattern.
Examples: Find all the round shapes in a given picture.
Find all the "B's" in the pattern, BDBPOBB.

Provide opportunities for pupil to cut pictures of selected objects, trace shapes and letters using templates, and cut out cardboard letters.

Help pupil to identify his own name. Label his belongings.

Give an oral direction; then display name card of pupil who is to respond.

Have pupil match names to photographs of other children.

**Measurements:**

Given an illustration, the pupil can correctly name the objects pictured.

Given a worksheet of pictured objects, the pupil can mark all pictures of the object named.

**Skills:** Sees likenesses and differences in objects, pictures, letters; identifies form, size, color

Becomes familiar with language of visual terms: round, straight, circle, square, triangle, rectangle

Classifies by observable properties

**Activities:**

Provide practice in identifying and locating objects that are alike in the room, in a picture, in a pattern.

Provide opportunities for sorting objects or pictures of objects by color, shape, size, or other observable property. Example: buttons of different colors, sizes, and shapes

Activities: (Continued)

Guide pupil to classify by more than one property, such as: size, color, and shape.

Describe an object for pupil to name. Give one property at a time until pupil correctly identifies the object.

Make a list of descriptive words, such as: color words, soft words, loud words.

Provide opportunities for:

- Matching pegs to color on pegboard or to colors indicated at beginning of row
- Matching shapes of varying sizes cut from cardboard--circles, rectangles, triangles, squares
- Comparing beads, parquetry shapes, blocks; discussing size, color, shape, number
- Identifying relative differences in size: big, little; larger, smaller; largest, smallest; fat, thin; long, short; narrow, wide.

Place animal pictures on cardboard. Have pupil classify by large-small, wild-tame, water-land-air.

Have pupil locate and mark pictures, symbols, or words that are alike or different; pair cards that are alike from a pack of cards containing shapes, pictures, or words (two identical cards for each shape, picture, and word).

Measurements:

Given a set of objects, pupil can group objects by form, size, color.

Given a worksheet, pupil can locate and mark pictures or symbols that are alike in form, size, and color.

Skills:

Differentiates between letters of similar form but differing in their position, such as b and d

Recognizes shapes, letters, words when they appear in different setting, color, size

Activities:

Plan activities for pupil to match letters, numerals, words.

Activities: (Continued)

Provide pupil with a set of cardboard letters. Display and name one letter; have pupil hold up matching letter. Start with a small group of letters (3).

Guide pupil to pair capital and small alphabet letters and word cards that are alike except for beginning letter (one capital; one small). Felt letters on a flannel board can be used.

Play games to help develop letter knowledge. Example: "I am going to Boston and I will buy books, beans, bats, boats, . . ."

Prepare lines of letters with p, d, and b appearing frequently. Have pupil circle each using assigned colored chalk.

Record pupil's dictated story. The following activities can be done on a copy of the pupil's story.

- Ask pupil to pick a word he knows. Write the word on a card, then have him find it in the story.

- Write a given letter on a card and ask pupil to mark that letter every time he sees it in his story.

Measurements:

Given two sets of letter cards, p, b, d, g, a, pupil can match those which are alike.

Given a worksheet of letters, W, M, N, or g, q, pupil can locate and mark letters which are alike.

Skill:

Distinguishes sequential order

Activities:

Provide picture cards, photographs taken by a pupil, or newspaper cartoons for pupil to arrange in sequence.

Ask pupil to locate from left to right the first, next, last in a group of objects, pictures, people.

Discuss individual and group experiences. Guide discussion in terms of what happened first, next, last.

Record experience stories using pupil's own language.

Activities: (Continued)

Have the pupil tell you, in detail, how to get from his home to school; from classroom to office to lunchroom.

Plan for pupil to imitate action of group leader, such as: "clap, clap, jump."

Play "step-in, step-out, step-on, step-over" an inner tube, tire, hoop, or string ring.

Provide opportunities for pupil to pantomime activities, such as: getting up in the morning, going to a party.

Measurements:

Given a picture of a group of objects or people, pupil can locate from left to right the first, next, last of the group.

Given a set of story telling picture cards, pupil can can arrange them in sequential order.

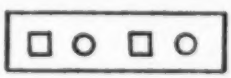
Skill:

Reproduces patterns

Activities:

Plan opportunities for pupil to reproduce patterns, such as:

Copy color patterns using pegs on pegboard, colored blocks, beads on string, or crayon patterns on cards.



Rebuild pictures cut into parts to match identical complete pictures.

Use alphabet blocks or letter cards for matching name or other sight words.

Measurements:

Given a bead pattern card, pupil can string beads to match the pattern.

Given a copy of own name, pupil can match it with appropriate letter cards.

Skill:

Completes patterns

VISUAL PERCEPTUAL SKILLS (Continued)

| | |
|---|---|
| Activities: | Provide puzzles of increasing difficulty for pupil to assemble.<br><br>Ask pupil to complete bead, block, parquetry square, chalkboard patterns.<br><br>Prepare a worksheet of letters for pupil to cut, match, and paste his own name card. |
| Measurements: | Given an incomplete outline of a shape, pupil can complete the outline using finger, crayon, or chalk.<br><br>Given a repeating pattern of objects, pupil can complete by supplying missing object. |
| Skill: | Writes alphabet letters[1] |
| Activities: | Provide dotted-line letters for tracing.<br><br>Provide direct, individual handwriting instruction as pupil shows interest and ability to learn to write.<br><br>Keep a handwriting "book" to help pupil see his own progress. |
| Measurements: | Given a model, pupil can copy upper case and lower case letters.<br><br>Given the name of a letter, pupil can write it. |
| Skill: | Defines the environment in relation to self[2] |
| Activities: | Have pupil describe objects in relation to himself; in front of - behind; near - far; left - right; before - after; above - below; on - under. Place child in different positions for above directions--standing, sitting, lying on floor.<br><br>Direct playing of games, such as: "Looby Lou," "Simon Says." |

[1]Freeman, Frank N. Ready to Go: Starting to Write. Columbus, Ohio: The Zaner Bloser Company, 1959. (Handwriting Basic Text Materials)

[2]Cincinnati Public Schools. First School Experiences. Cincinnati, Ohio, 1971.

Activities: (Continued)

Ask pupil to describe positions of objects: up - down; under - over; away from - toward; in - out.

Provide pupil with different colored blocks. Give directions, such as: "Put the green block on top of the red block." "Move the red blocks on the right, the green blocks on the left."

Measurements:

Given an object, pupil can position it according to direction given (behind, in front of, next to . . .).

Given a composite picture, pupil can describe position of named objects in the picture.

Skill:

Develops left-right eye movement and return sweep

Activities:

Utilize opportunity for pupil to observe you write on chalkboard and chart paper. Have pupil sit beside you when you record individual language experiences.

Plan activities for pupil to move and track objects from left to right.

Call attention to objects and materials on the left/right side of a given mark; pages in a book, a given picture or chart.

Guide pupil to note and respond to directions to place named illustrations on the left/right side of a work paper.

Prepare or provide story recordings for read-along activities.

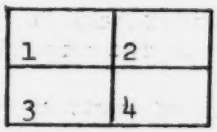
Provide exercises for pupil to follow a dotted line from left to right.

Example: Trace the dog's path to the ball.

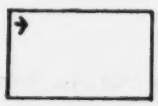
Direct pupil to hold a ball at arms length, to the left, to the right. Note that pupil follows the movement with his eyes, not by turning his head.

Activities: (Continued)

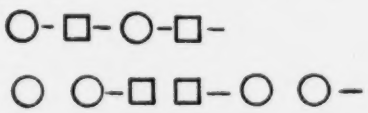
Give directions for pupil to follow assigned work in numerical steps left to right, such as:




For pupil having difficulty, always indicate starting point on paper.



Provide pupil with a pattern to complete in a left to right progression. Example: Follow these patterns across a page from left to right and add the missing picture.



Measurements:

Given a continuous dotted line, moving from left to right and top to bottom, pupil can follow the line with finger.

Given a series of pictures in two or more lines, pupil can follow the progression, transferring from the end of the top line to the left side of the next line.

Skill:

Develops visual memory

Activities:

Expose several objects; remove one or two. Ask pupil to name objects removed. Add more objects, shift positions of objects as child develops skill.

Remove a pupil from the group for remaining pupils to identify.

Ask pupil to describe a pupil standing behind him.

Give a brief exposure of a picture. Ask pupil to tell about the picture.

Provide pictures or objects with missing parts. Ask pupil to identify what is missing.

| | |
|---|---|
| Activities: (Continued) | Assign reproduction of a given pattern from memory.<br><br>Expose several alphabet blocks or cards, remove one. Ask pupil to name the one removed.<br><br>Encourage recognition of words by sight.<br><br>Have pupil tell about places that are not familiar, such as what was seen on a vacation trip, who came to visit on the weekend. |
| Measurements: | Given the name of a shape, pupil can reproduce it.<br><br>Given the name of a letter, pupil can reproduce it. |

## READING LEVEL A

### COMPREHENSION - LITERAL

| | |
|---|---|
| Skill: | Listens to and demonstrates understanding by following directions |
| Activities: | Provide simple, clear directions for routines, games, use of materials.<br><br>Provide directions, such as: "Color, make, draw, circle, underline, trace."<br><br>Demonstrate procedures and give directions for an activity. Ask pupil to complete the activity independently.<br><br>Provide opportunities for pupil to go to other parts of the building to deliver messages, make requests.<br><br>Provide directions on tape for pupil to follow independently. |
| Measurements: | Given a direction for drawing a picture or marking a worksheet, pupil can make appropriate response.<br><br>Given a direction containing two actions, pupil can complete the task. |
| Skills: | Observes likenesses and differences[1]<br><br>Classifies objects, events, ideas |
| Activities: | Provide many activities in which pupil uses senses to see, hear, touch, smell.<br><br>Provide a box containing numbered bottles of different smells. Ask pupil to identify smells. Example: #2 and #4, coffee; #1 and #3, lemon.<br><br>Provide materials for cutting pictures and classifying into selected groups: toys, food, animals.<br><br>Relate holidays to seasons. Use pictures representing holidays and seasons for pupil to match.<br><br>Plan activities to "collect" objects that are alike. |

[1]Refer to Visual Perceptual Skills, pages 59-66.

| | |
|---|---|
| Measurements: | Given pictures of objects, people, and animals, pupil can group them according to named category.<br><br>Given four activities, pupil can select the appropriate season for the activity.<br><br>Given four events, pupil can select the appropriate time sequence: yesterday, today, tomorrow. |
| Skill: | Knows objects can be placed in more than one category |
| Activities: | Provide many opportunities for pupil to discover multiple classifications of objects, such as: beads--shape, color, size; ribbon--width, length, color, texture; animals--small, large, farm, zoo, pet, water, land; surfaces--hard, soft, rough, smooth.<br><br>Provide a group of pictures of related objects for pupil to select things that go together: knife and fork, cup and saucer.<br><br>Provide opportunity for pupil to select pictures of objects appropriate for mother's kitchen or pictures of objects appropriate for travel on water. |
| Measurements: | Given a set of blocks, pupil can group them according to size, color, shape.<br><br>Given a set of varied pegs/dowel sticks, pupil can group according to length, thickness, weight. |
| Skill: | Associates symbols with meaning |
| Activities: | Introduce symbols for meanings: red traffic light means "stop"; picture of snowman to represent a snowy day; the numeral 2 to represent two of something; the letter "P" to represent the beginning sound in Peter's name.<br><br>Provide activities requiring the pupil to identify and use the symbols introduced.<br><br>Decorate two boxes or bags with question marks. In one, place a variety of small objects: a ball, a marble, a string, a top. In the other, place a name card for each object in Box 1. Have pupil select an object from Box 1 and without looking at it guess what it is. Print the name of the object on the chalkboard. Have pupil find the matching card in Box 2. |

COMPREHENSION - LITERAL (Continued)

| | |
|---|---|
| Activities: (Continued) | Plan for pupils to play car driving or bike riding using traffic symbols. Have pupils make the traffic symbols. Suggest the construction of a neighborhood map. |
| Measurements: | Given weather chart symbols for rain, snow, sunshine, and clouds, pupil can select appropriate symbol for the day's weather news.<br><br>Given the numeral "2," pupil can match it with two objects. |
| Skills: | Relates ideas in sequence<br><br>Recalls events in sequence, immediate and delayed. |
| Activities: | Discuss the sequence of events in a simple story. Have pupil illustrate each event, then put pictures together to tell the story.<br><br>Provide opportunities for pupil to narrate a short story told in a series of pictures; retell favorite stories, poems, finger plays.<br><br>Plan the day's activities. Discuss what will be done first, next, last.<br><br>Produce a series of different sounds; have pupil identify the order in which sounds were produced.<br><br>Record details of an excursion, group activity, individual experience.<br><br>Provide for recall of events of yesterday, last week, last season. Keep continuous large diary-type calendar which pupils and teacher illustrate cooperatively.<br><br>Arrange science investigations in sequence. Call attention to first, second, last of things to do.<br><br>Suggest various ways of reporting or sharing information with others, such as: telling, showing, illustrating through art media or dramatization, taping for listening post activities.<br><br>Play games involving recall ability.<br><br>Plan to watch a specific area near school to see how it changes with the seasons or "adopt" one tree for seasonal scrutiny. |

| | |
|---|---|
| Activities: (Continued) | Provide cut apart comic strips to be arranged in order. |
| Measurements: | Pupil can relate what happened first, next, last, or past, present, future of a series of activities.<br><br>Pupil can tell a story in sequential order. |
| Skill: | Acquires information through varied techniques |
| Activities: | Provide labels: pictures, symbols, names.<br><br>Construct self-help charts: height chart along side of full length mirror for measuring growth, "Birthday" chart for noting name and new age, color and number charts, calendar, alphabet cards. Provide a name and address chart.<br><br>Procure bathroom scales for classroom use.<br><br>Have pupil check labels as an aid to locating supplies or identifying objects, such as leaves, rocks, seeds.<br><br>Have pupil check name on work-play activity charts to note his task.<br><br>Guide pupils to investigate materials and conditions aiding them in making discoveries. Examples: Air makes things move; some things float in water, some do not.<br><br>Demonstrate ways to solve problems/find answers.<br><br>Provide alternate types of materials and actions to solve problems/find answers. Example: To learn about seeds: examine different kinds, listen to stories and recordings, view films/filmstrips, talk with a gardener, plant some under different conditions. |
| Measurements: | Given several pictures, the pupil will select the one which shows the action described by the teacher.<br><br>Given directions, pupil can investigate to find out needed information. Example: which of the rocks are smooth, which are rough. |

| | |
|---|---|
| Skill: | Identifies main ideas; notes details |
| Activities: | Guide pupil to note and describe detail in pictures.<br><br>Ask pupil to describe details of color, size, shape, smell, texture of materials used in demonstrations.<br><br>Call attention to main ideas of experiences, such as:<br><br>We feed our pet so it can live and grow.<br>We practice fire drills so we will have a safe exit.<br>We put on paint shirts to protect our clothing.<br><br>Ask pupil to share materials from home that are related to a specific topic. Discuss details of material shared: name, use, size, color, shape. |
| Measurements: | After hearing a story, pupil can tell main idea. Example: Whistle for Willie[1], Peter kept trying until he learned to whistle.<br><br>Given a picture, pupil can describe details of objects according to color, size, shape. |

[1]Keats, Ezra Jack. Whistle for Willie. New York, New York: The Viking Press, 1965.

## READING LEVEL A

### COMPREHENSION - INTERPRETIVE

| | |
|---|---|
| Skill: | Interprets given information; pictures, stories, investigations |
| Activities: | Provide a single picture. Ask pupil to note what is happening and why.<br><br>Use pictures and cartoons from collections, newspapers, and magazines. Encourage imaginary conversation about the happenings in the pictures.<br><br>Tell part of a story. Show the concluding picture. Ask pupil to supply an ending for the story.<br><br>Ask one pupil to start telling a story; another, to complete it.<br><br>Provide varied opportunities for pupil to give relevant imaginary conversation for story characters. Make use of recordings, dramatizations, puppets.<br><br>Present an interesting but simple picture with little detail. Have a pupil tell his story of the picture and make the "story characters" talk. Ask other pupils to tell the story but add something new or have the characters speak in a different way.<br><br>Encourage pupil to provide story character conversation. |
| Measurements: | Given the concluding picture of an unfinished story, pupil can supply an appropriate story ending.<br><br>Given story telling pictures, pupil can provide story character conversation. |
| Skill: | Predicts what will happen next in a series of events |
| Activities: | Tell part of an interesting story. Have pupil tell or make a picture to show how the story ends. Pupil may like to hear the true ending of the story after he has had the fun of making up his own ending.<br><br>Plan to ask pupil what he thinks will happen next: tomorrow, next week, next season. |

| | |
|---|---|
| Activities: (Continued) | Read, record, or tell part of a story. Ask pupil to add an ending.<br><br>Provide sequence pictures. Omit last picture. Have pupil pantomime or describe an appropriate last scene.<br><br>Suggest "story starters," such as: "What may happen on a very windy day?" "What will you do when summer comes?" "What would happen if we could not hear?" "What happens at your house on Christmas Day?" "What will you do when you grow up?" |
| Measurements: | Given a story starter question, pupil can tell what might happen.<br><br>Given the beginning of a story, pupil can illustrate or tell an appropriate ending for the story. |
| Skill: | Makes comparisons; relates cause and effect |
| Activities: | Help pupil compare data, for example: ice before and after melting, causes of smoothness and roughness of textures.<br><br>Discuss everyday happenings. Examples: A crayon left on the heater; how is it different? How do you feel when it rains at a picnic? What is it like to have a new sled and no snow?<br><br>Provide opportunity for pupil to compare stories on the same topic.<br><br>Discuss why story characters respond as they do and what might happen that could change their responses.<br><br>Compare: living in an apartment to living in a house; living in a small family, big family; living in summer, winter. |
| Measurements: | Given two stories about animals, pupil can tell in what ways the animals are alike.<br><br>Given a description of two buildings, pupil can identify use of both.<br><br>Given two stories, one about life in the city and the other about life in the country, pupil will describe some differences between city and country life. |

| | |
|---|---|
| Skill: | Evaluates information |
| Activities: | Help pupil to recognize what is absurd or ludicrous in pictures and rhymes; what is real, unreal.<br><br>Suggest that pupil make up an unreal story about himself.<br><br>Show pictures, read stories of pupils in other places and countries. Discuss how they are alike/different from pupils in your room, your neighborhood. Use holiday greeting cards that show celebrations in other countries.<br><br>Discuss actions and words of story characters; note an action or conversation that suggests ("tells") an idea about the story.<br><br>Show a toy or object with a missing part. Ask pupil to tell missing part and why the missing part is needed. |
| Measurements: | Given known stories, pupil can distinguish which are real, which are make-believe.<br><br>Given statements about a story, pupil can make true or false judgments. |
| Skill: | Uses context clues |
| Activities: | Play game, "I Spy." Start by partially describing an object or person for pupil to identify or continue describing.<br><br>Suggest completion of sentences, such as:<br><br>"The flag is red, white, and _____." (blue)<br>"Animals on a farm are cows, chickens, and _____."<br><br>Construct simple riddles; ask pupil to tell the answer.<br>For example: "It is orange.<br>It makes good pie.<br>It makes a jack-o-lantern."<br><br>Ask pupil to relate the description or function of an object for others to identify. |

COMPREHENSION - INTERPRETIVE (Continued)

| | |
|---|---|
| Activities: (Continued) | Describe an object and place where it can be found.<br>Ask pupil to tell the object.<br>Example: It is big.<br>It is a rectangle.<br>It is colder inside than outside.<br>It can be found in restaurants and kitchens.<br>(refrigerator) |
| Measurments: | Given an incomplete sentence, pupil can supply the missing word. Example: "It is time to stop our work and put away our _____." (paste, blocks, toys, puzzles)<br><br>Given a simple riddle, pupil can supply the answer. |

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the word analysis and comprehension skills of Level B, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils. It is suggested that the previous level checklist be used in evaluation of pupil mastery of skills before proceeding to this level.

## SUGGESTED DIAGNOSTIC CHECKLIST

### LEVEL B

Vocabulary Development:

_____ Uses beginning dictionary skills to find the appropriate word

_____ Develops sight vocabulary

_____ Uses picture clues

_____ Uses context clues and word definitions to identify new words

_____ Recalls story sequence in discussing and dramatizing stories

_____ Identifies the letter names and their sequence in the alphabet

_____ Recognizes large thought units and classifies word groups

Word Analysis Skills:

_____ Uses initial, final, and medial consonant sounds to identify new words

_____ Substitutes initial and final consonant sounds

_____ Knows and uses short vowel sounds to identify new words

_____ Knows and uses long vowel sounds to identify new words

_____ Hears syllables in words

_____ Recognizes the root word and variant endings of known words

_____ Recognizes compound words

Comprehension Skills:

_____ Locates given information

_____ Recognizes and recalls events of time and place in sequence

_____ Predicts outcomes and checks predictions by reading

_____ Recognizes the main idea in a story

General Learning Skills:

_____ Follows oral and written directions

_____ Begins to read independently in library and supplementary readers

_____ Participates willingly in reading activities

_____ Concentrates on a task

VOCABULARY - SIGHT

Skill: Develops sight vocabulary

Activities:

Use experience charts and personal experience stories.

Use captions or labels to identify objects of interest in the classroom.

Tack colorful pictures of objects on a bulletin board. Make word cards to correspond with the pictures. Encourage pupil to tack appropriate words under the pictures. Change pictures and words often.

Maintain sight vocabulary cards in a file or on a ring for easy reference and visual proof of progress.

Put new word lists in a folder cut in outline of train, bus, boat. Use lists for story writing or bulletin board and picture labeling.

Have pupil cut out and bring in words he can read in newspapers and magazines. Paste on chart or in scrapbook. Words may be placed in categories or in ABC order.

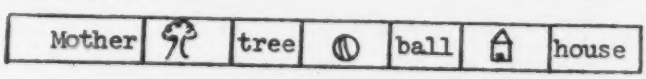
Provide pupil with worksheet of words written in columns and rows. Have pupil cover or mark the words pronounced by the teacher.

Tape pupil dictated stories; provide the written, illustrated story for a read-along listening post activity. Provide follow-up worksheet with sentences to be put in sequential order.

Provide each pupil with word cards. On the reverse of each is pupil's dictated sentence containing the given word.

Duplicate words of favorite songs to follow in group singing.

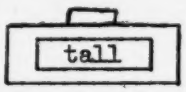
Prepare a series of small rectangular picture and word cards in the shape of dominoes. Have pupil match words to pictures.



Activities: (Continued)

Provide a large oak tag circle. Around the outer edge paste eight or ten pictures, such as: apple, bike, cowboy. Attach a large pointer to the center of the circle so that it spins easily. Print corresponding word cards with appropriate pictures on the reverse. Pupil spins the pointer, locates the appropriate word from his card set to describe the picture where the pointer stopped.

Make tachisto-flashers for pupil use.




Keep individual or class word collections. Examples: weather words, words for a birthday, words about spring.

Provide bingo-type games using basal text vocabulary and/or experience chart/story vocabulary.

Place words that a pupil knows in individual envelopes called "Word Banks." Develop three bingo-type cover cards on which the known words are placed. Pupil matches words from cards in his envelope.

Skill:

Uses picture clues

Activities:

Provide columns of pictures and columns of words for matching. Have pupils make own pictures and words for matching.

Use picture and word cards to teach name words.

Project a large picture on piece of newsprint taped to chalkboard. Ask pupil to name individual items in picture, write the word in black crayon just below each picture. After items have been labeled, turn off the projector. Have pupil read the labels. Variation: Project transparencies.

Use rebus stories; provide pictures for unknown words.

Skills:

Compares and contrasts new words

Learns to look through the entire word when working out new words

Uses configuration clues to discriminate word form

Activities:

Have pupil match words, sentences, and captions with pictures.

Have pupil write captions for pictures.

Have pupil find repeated words or phrases.

Encourage pupils to play games with word, phrase, and sentence flash cards.

Provide opportunities to pantomime and dramatize the meanings of words.

Provide worksheets for pupil to mark the "twin" letters in words: little, kitten, apple, funny.

Duplicate words in horizontal rows. In each row write three words the same, one different. Ask pupil to circle the word that is different and to make a block around those that are alike.

Provide words for pupil to outline. Examples:


Skill:

Uses picture dictionary to find words

Activities:

Provide opportunity for making picture dictionaries of new words.

Arrange words in simple classifications.

Provide instruction in the use of picture dictionaries.

Ditto a sheet of pictures. Have pupil use a dictionary to locate spelling of name of object pictured.

Keep individual or group card file of holiday or seasonal picture words.

Display seasonal picture-word cards for pupils to use in writing sentences or stories.

Skill:

Identifies sentences by beginning and ending punctuation

Activities:

Provide a worksheet of sentences from a reader story. Ask pupil to mark the beginning and ending of each sentence.

VOCABULARY - SIGHT (Continued)

| | |
|---|---|
| Activities: (Continued) | Provide practice in framing given sentences in reader stories by using "pointer fingers" at the beginning and end of the sentence.<br><br>Write a pupil's paragraph or story omitting punctuation. Other pupils supply the punctuation. |

READING LEVEL B

VOCABULARY - CONTEXTUAL

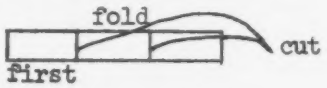
| | |
|---|---|
| Skill: | Identifies a new word from those surrounding it in a sentence and in a paragraph |
| Activities: | Have pupil select the proper word to fill in a space left blank in a sentence. Example:<br><br>They made a _____ for the puppy.<br>bad bed<br><br>Ask pupil to circle the correct sentence for a picture by selecting from two similar sentences; e.g., See the cat<br>See the can<br><br>Ask pupil to frame words in context in answer to a question.<br><br>Use modified closure technique to develop skills in use of abstract words, such as and, the, of. Example: table _____ chair, I see _____ boy.<br><br>Provide scrambled phrases. Ask pupil to combine the phrases to form meaningful sentences. |
| Skill: | Uses word definitions to identify new words |
| Activities: | Prepare a worksheet where the pupil reads an exercise and crosses out the word that does not apply or is not related in meaning to the other words. Example:<br><br>Tom likes Mike.<br>Mike likes Tom.<br>They are _____. (friends, pals, toys)<br><br>Joan and Jill are sisters.<br>Joan looks just like Jill.<br>Jill looks just like Joan.<br>They are _____ sisters. (twin, two, friends)<br><br>Duplicate sentences, leaving out a pertinent word. Ask pupil to write the word, draw a picture for the missing word, or circle the correct word from two provided. Example: Rabbits have long _____. (tails, ears)<br><br>Use frequent opportunities to discuss word meanings. Examples: bright-shiny; red-scarlet; a dog barks-bark on a tree. |

READING LEVEL B

LANGUAGE - ORAL

| | |
|---|---|
| Skills: | Extends listening and speaking vocabulary<br><br>Begins to use correct sentence form<br><br>Uses pronoun antecedents |
| Activities: | During sharing or news-of-the-day times, plan with pupil the sharing of an object, an incident, or a story.<br><br>Use choral speaking to develop good emunciation and expression.<br><br>Suggest the collection of "happy" sounding words.<br><br>Guide pupil to use pronoun antecedents. Provide discussions and statements, such as: "I am giving the book to Peter. I am giving it to him. Now I will give the book to Janet. I am giving it to her." Ask pupil to be the leader, choose person, give the book, tell to whom the book is given.<br><br>Encourage role playing. Ask pupil to act out and provide dialogue for a given situation.<br><br>Duplicate list of comparisons to complete, such as:<br><br>As green as _____<br>As far as _____<br>As glittering as _____<br>As warm as _____ |
| Skill: | Discusses and dramatizes stories in correct sequence |
| Activities: | Ask pupil to describe a character or given point of action in a story.<br><br>Ask for answers to specific questions which will develop the sequence of a story event.<br><br>Select a story episode; ask pupil to state events happening before and after.<br><br>Ask pupil to describe the beginning, middle, ending of a story. |

LANGUAGE - ORAL (Continued)

| | |
|---|---|
| Activities: (Continued) | Have pupil make a flip card by folding paper in half and cutting so that "windows" can show what happened first, next, and last.   |
| | Provide opportunities for dramatization of stories. Provide appropriate musical accompaniment or singing. |
| Skills: | Develops effective oral reading skills and uses meaningful expression |
| | Observes use of boldface or italic letters to indicate emphasis |
| Activities: | Direct pupil to read orally: a favorite passage, the funniest, the most interesting, or the most beautiful. |
| | Plan audiences for oral readers: interested adults, friends, classmates. |
| | Pair pupils for exchange of oral reading or discussion of stories. |
| | Provide opportunity for pupil to develop good expression by listening to good story-telling recordings. |
| | Demonstrate the use of voice tone and inflection to show meaning. |
| | Record pupil's reading selections. Play back and discuss pupil's success in emphasizing boldfaced words. |
| | Record familiar story episodes. Ask pupil to identify the selections as exciting, happy, sad, funny, scary, etc. |
| | Provide read-along experiences through taped story and written copy of the story or book. |
| | Underline words to receive emphases on chart and chalkboard accounts. |
| Skill: | Recognizes large thought units and word groups |
| Activities: | Guide pupil to classify words by meaning and function. Discuss: Words for People, Words for What We Do or Did, Color Words, Words to Use in Composing a Birthday Greeting. |

Activities: (Continued)

Arrange an assortment of words in wall pocket chart. Have pupil put words in appropriate columns, such as under "cat" all the words for animals, under "Mary" all the words for people, under "bike" all the words for things.

Place selected word cards in rows. Select words of a given classification; add one word in each row which does not fit the classification. Ask pupil to identify and remove the word which does not belong. Example:

| | | | | |
|---|---|---|---|---|
| cat | bike | dog | pig | hen |
| girl | baby | boy | book | man |

## READING LEVEL B

### LANGUAGE - WRITTEN

| | |
|---|---|
| Skills: | Identifies letter names and their sequence in the alphabet |
| | Recognizes the relationship of upper and lower case letters |
| Activities: | Provide alphabet cards for matching. (Scrabble game letter tiles can be used.) |
| | Arrange sentence strips in a pocket chart without using capital letters. Have pupil read the sentence, then place capital letters over lower case letters incorrectly used. |
| | Provide the alphabet letters in sequence. Cover one letter. Ask pupil to name the letter covered. |
| | Collect work papers, monies, etc. in alphabetical order. |
| | Duplicate the alphabet with some missing letters. Ask pupil to supply the missing letters. |
| | Have pupils construct ABC books. Use upper and lower case letters. |
| | Present uncompleted manuscript letters on overhead projector. Ask pupil to complete the letters. |
| | Use a dictionary or telephone directory. Ask pupil to open it to "m," at "c," at "w." |
| Skills: | Writes words independently |
| | Writes simple sentences independently |
| | Understands the meaning and use of punctuation marks and certain abbreviated forms |
| Activities: | Provide self-help charts and picture dictionaries. |
| | Select a picture from a pupil text to show or project. Ask pupil to record all the things he can see in the picture. |
| | Have pupil fill blank spaces in known words. Examples: "b_ke," "I h_ve a bal_." |

Activities: (Continued)

Provide pupil with selected letter cards. Ask pupil to build and then copy as many words as he can. Example: k, i, l, t, g, e, t, l, o (like, little, look)

Display a picture that gives ideas for short sentences. Discuss the picture briefly, then have pupil write two or three sentences about it.

Use sentence starters. Ask pupil to complete the sentences. Example: Today is _____. We will _____. Pictures or photographs may be used to complete the sentence starters.

Provide list of frequently used words for pupil's use in writing a "weekend" story.

Direct pupil to use the same word in a telling sentence, a question, and an exclamatory sentence. Example: "May I go to play?" "Yes, you may go!" "Tom may go now," said Mother.

Put punctuation marks on snap clothes pins. Arrange sentence strips in a pocket chart without punctuation. Have the pupil read the sentence then clip the appropriate punctuation mark.

Use a list of spelling words for pupil to create a sentence or "funny" story.

Skill:

Begins to use language creatively in written expression

Activities:

Stimulate creative writing by reading stories and poems, by sharing pictures.

Write, "Some children were _____ up the street." Read it aloud. Have pupil supply as many words as possible to make the sentence complete. (walking, running, jumping, skipping, hurrying, staring, looking, hopping)

Provide sentence strips that will combine to make short stories. Have pupil select and arrange sentences to compose "his" story.

Provide a series of story-telling pictures. Direct pupil to make a booklet by pasting each picture at the top of a sheet of writing paper. Have pupil write an appropriate sentence or two under each picture.

Encourage pupil to compose his own thank-you note, invitation, holiday greeting. Provide self-help word lists.

Activities: (Continued)

Provide unfinished sentences as story starters, such as: "This is a good day because _____" "I do not have a bike, but I do have _____."

Suggest a continuing writing diary, "All About Me." Have pupil include such things as: "People who live at my house," "Food I like to eat," "Things I like to do in my house," "Things I like to do outside my house."

Present a picture of a story action. Have pupil write the action that might precede or follow the picture action.

Help pupil create his own hardback book of stories and poems.[1]

[1]Refer to Recreatory Reading Section, pages 199-207

READING LEVEL B

WORD ANALYSIS SKILLS - PHONETIC

Skill: Associates sounds and letters of initial, then final consonants

Activities:

Create "sound" boxes or bags. Ask pupil to add pictures or objects which begin (or end) with a selected sound. (single consonants, blends, digraphs)

Provide felt-backed pictures and flannel board. Have pupil classify according to beginning or ending sounds.

Have pupil fold paper into four squares. In each square ask him to draw a picture beginning or ending with a selected sound.

Provide pictures. Ask pupil to identify the beginning sound of each picture.

Plan an "ABC Hunt" in the room. Have pupil find something in the room which begins with "his" sound and attach the letter to this object with plasti-tac or masking tape.

Write words on the chalkboard beginning with consonants that have been studied; have pupil read them. Say words that begin with the same sounds; have pupil find the words on the chalkboard whose initial consonants match the words you say.

Tell pupil you are going to say some words. Ask him to listen for the ones that start or end with the same sound; e.g., get, some, good; or get, want, can. Display picture cards, then ask pupil to supply words beginning with the same sound.

boat

Take an indoor or outdoor building tour to look for things that begin (or end) with a specific consonant. On return to the classroom, have pupil list by writing or recording on tape the objects discovered.

Use pre-recorded materials for a listening post activity. Example: Ideal or Imperial Tapes

Give the pupil a circle of pictures with a consonant sound in the middle. Ask pupil to color only the pictures which begin with the selected sound.

Activities: (Continued)

Have pupil cut out pictures beginning with the same consonant and paste them on a chart containing the letter represented.

Have each pupil make a booklet, each page containing the capital and small form of the letter and pictures representing the letter.

Give each pupil three letter cards, examples: m, n, and h. Say a word beginning with one of the letters. Have each pupil hold up the appropriate beginning letter. Cards for all-pupil response can be supplied.

Read aloud a story with repeated chosen initial consonant sound. Give pupil a clapping signal. Repeat the story. Have pupil respond to initial consonant sound with given signal.

Provide a booklet of pictured objects; pupil selects those objects that begin or end with a given sound.

Play "alphabet hike." Pupils first find an "a" object, then "b," etc. Skip the impossible-to-find letters.

Measurements:

Given a list of four words, three of which begin with the same consonant sound, the pupil will state the word having a different initial (or final) sound.

Given a word orally and a list of letters, the pupil will identify and mark the letter which begins (or ends) the named word.

Given a picture and set of two letters, pupil will mark the letter which begins or ends the name of the picture.

Skills:

Uses initial and final consonant sounds to identify new words; recognizes medial consonants

Substitutes initial and final consonant sounds

Activities:

Make quick substitution of beginning and final consonants. Ask pupil to say the new words. Use chalkboard or flip-cards.

Ask pupil to finish sentences by changing the first letter of an underlined word to make a new word: "Will mother make a big _____?" (cake)

Activities: (Continued)

Write the name of a word family on the board. Say, "I'm thinking of a word that belongs to the 'ack' family. Can you guess what it is?" A pupil may respond by saying, "Is it pack beginning with a p?" Write "pack" on the board saying, "No, it is not pack." Continue until the right word is named.

Have pupils say and write words of the same family - all, call, ball, fall.

Distribute cards with known word endings to half the group and cards with consonants to remaining half. Direct pupils to pass among each other to see if they can make a word by combining their cards. When a word is made, the pupil says, "We made _____ with our cards." Continue until all cards are paired.

Have pupil identify correct word that is missing in a sentence, using words with an initial consonant change. Example:

"Jeff wants to play _____." (ball, call)

Make new words by substituting final consonants, using the same beginning letters. Example: bat, bag, bad; or cat, can, cap.

Prepare individual copies of words with a consonant missing in initial, final, or medial position. Have pupil supply the missing consonant. Examples:

ha_, bu_man, _top (s)
pea_ut, ma_, _ow (n)

Name a consonant. Dictate or record words containing the consonant sound named. Ask pupil to indicate whether the consonant sound is at beginning, middle, or ending of the word. Examples:

| | | | | | |
|---|---|---|---|---|---|
| t | sister | white | wet | hurt | count |
| | table | best | tin | floating | |

Have pupil respond by holding up one finger for beginning, two for middle, three for ending sounds.

Have pupil write and illustrate words containing a particular sound at beginning, middle, or ending of word. Examples:

ball rabbit tub

Give familiar word and rhyming new word. Pupil may write or illustrate new word. Example: up - cup

**Activities: (Continued)**

Provide a worksheet such as the one below. Have pupil mark the position of the given sound in each word.

| d | | | | m | | | |
|---|---|---|---|---|---|---|---|
| down | d | | | jumping | | m | |
| yelled | | | d | morning | m | | |
| hard | | | d | am | | | m |
| birthday | | d | | them | | | m |
| countdown | | d | | | | | |

Art designs can be made by coloring the appropriate sound positions.

Use two teams or two players. Select a category from which a word may be selected, such as: zoo animals, occupations, or ways to travel. Correct number of dashes are put on chalkboard or chart paper, as _ _ _ _ _ for "camel." Each team member in turn names a letter that might fit into the blank. If correct, the team gains one point. Continue until the word in completed. The team getting the most points wins.

**Measurements:**

Given a named consonant, pupil can identify words that begin or end with the appropriate consonant sound.

Given a list of words, pupil can substitute the initial or final consonant to make new words.

**Skills:**

Knows and uses short vowel sounds to identify new words

Knows and uses long vowel sounds to identify new words

**Activities:**

Say four or five words to pupils, all but one containing the vowel sound to be studied. Pupils identify the one that is different. Example: little, big, bike

Divide paper into nine squares. Each square contains a picture using a short or long vowel sound. Next to the picture, the word is printed with the vowel sound missing. Pupil writes in vowel. Example: h_t

Activities: (Continued)

Write words containing short vowels on separate cards. Fold the end of the card back. Write an "e" on the flap. Read the words without the "e" first, containing short vowels; then flip over the flap with the "e" and read the word with a long vowel. cut | e

Example: cut, cute; can, cane; hid, hide

Write three or four words which contain one short vowel. Change vowel and ask pupils to identify new word. Example: bit, bat, bet, but

Write sentences using a word with an incorrect vowel. Pupil then corrects it. Example: I can ride a bake.

Provide a list of words and pictures representing the words on a work paper. Ask pupil to cut apart and put all the words and accompanying pictures with the same vowel sound into the same column or box.

Record sentences on your tape recorder. Prepare exercises to accompany the tape. Place directions for marking the exercise on the tape. Example of sentences: "Do you write with a pin or a pen?" "Do you hit a ball with a bat or a bit?" Provide an answer sheet for self-checking.

Have pupil cut "short" and "long" vowel sound words pictured, then paste in the appropriate columns.

Ask pupil to return to his reader to skim for words that fit into given categories. The categories for sorting are determined by the vowel sounds.

Record vowel sound activities on cassette tapes. Pupil may listen to these individually or in small groups.

Read a list of words. Have pupils stand. If vowel sound is long, have pupils place hands above head. If short, place hands on floor.

Measurements:

Given pairs of words orally, the pupil will state whether the words in each pair begin with a short or long vowel sound.

Given a column of pictures and name word of picture with vowel sound-symbol missing, pupil can supply the missing letter.

Skill:

Associates visual and auditory perception of rhyming sounds

Activities:

Divide paper in six squares. In each square, put a word and two pictures, only one of which rhymes with the word. Ask pupil to color picture which rhymes with the word.

Write a two-line rhyme on the chalkboard or on a chart, omitting the last word of the second line. Ask pupils to supply the missing rhyming word.

Provide two lists of words. Ask the pupil to draw a line between the words that rhyme.

Present a list of phonograms. Ask the pupil to write as many sensible words as he can.
Example: at - cat, sat, hat, fat
ake - cake, make, take
ight - light, fight

Provide a list of 10 or 20 words. Ask the pupil to draw a line under the words that rhyme with a given word.

Read rhyming poetry to pupils. This also may be taped for usage with the listening posts.

Measurements:

Given a new word, the pupil will name two other words which have the same rhyme ending.

Given a list of words, the pupil will identify those which rhyme.

Skill:

Learns selected consonant blends and digraphs

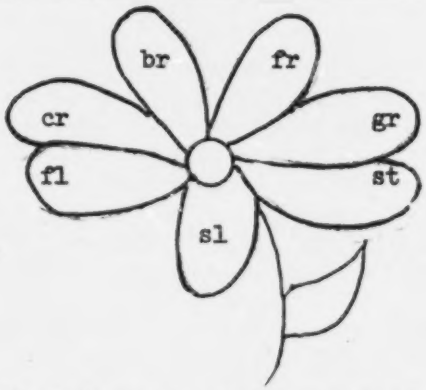
Activities:

Provide exercises for pupil to circle the pair of words that end or begin with a given blend (or digraph).

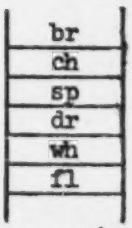
Prepare worksheets containing pictures illustrating consonant blends. At the bottom of the paper are squares containing the blends. Have pupil cut out the letters and paste them next to the correct picture, or ask pupil to write the appropriate blend under these pictures.

Draw a large daisy. Write a consonant blend or digraph on each petal. Pupil may "pick" the petal if he can say a word beginning with that sound. Variation: Pick apples from a tree.

Activities: (Continued)

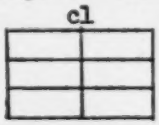



Provide letter blends on pictured ladder. Pupils can climb the ladder if they can name words beginning with the sounds represented by the letters on each rung of the ladder




Discuss a given consonant blend or digraph. Have pupil name as many things as possible; then fold the paper in six squares and draw as many objects containing the sound as possible. Example:

cl



clown, clothes, clock, etc.

Divide the class into small groups. Provide each group with chalkboard space and a baseball diamond drawn in that space. The bases are lettered with blends/digraphs that are being taught. The pupil who can say/write a word beginning or ending in the corresponding blend/digraph at each base gets a home run. Once introduced, this game can be conducted with pupil leaders.

Ask pupil to locate appropriate words in newspapers and magazines.

Measurements:

Given a list of words having a selected consonant blend in the initial or final position, the pupil will pronounce each one.

Given a word and a list of blends (or digraphs), the pupil will identify the blend (or digraph) contained in the word.

**Measurements: (Continued)**

Given a picture and a list of blends (digraphs), the pupil will identify the blend (digraph) in the picture.

**Skills:**

Learns selected diphthongs, double vowels, and vowel digraphs

Recognizes some vowel variants

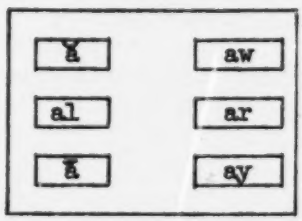
**Activities:**

Write on the board or chart a list of words containing a diphthong such as "ou." Pupil finds it in the word, underlines it, and reads the word. Example: found, outside, bounce, mountain, count

Duplicate the above activity by using words containing a vowel variant such as "ar." Example: farm, barn, are, car, star. This booklet might be made in the shape of a star.

List words containing given diphthong, vowel digraph, or vowel variant. Have the pupil classify and add other words under the appropriate key words.

Make a chart containing pockets. On the front of each pocket write the vowels and vowel variants and pictures representing the variant vowel sounds. As words are learned containing the sound, place them on cards in the correct pocket and review words already in that pocket. Example: at, cage, farm, saw, ball, play




Help pupil to make the following generalizations:

- the "r" gives the preceding vowel "a" a sound that is neither long nor short
- in "ay" the "y" is silent and gives the "a" its long sound

Activities: (Continued)

Write on the chalkboard a list of known words that contain variant sounds of one vowel letter. Have pupil head columns on a sheet of paper with the names of vowels in the examples. The pupil then locates words for the given vowel sounds and writes them under the appropriate heading. Example: "a" followed by "r," "a" followed by "l" or "w"

Measurements:

Given a list of known words, pupil can identify words containing some diphthongs or vowel variants.

Pupil can list three words containing a given diphthong, double vowel, vowel digraph, or vowel variant.

Skill:

Notes certain silent letters

Activities:

Provide worksheet and tape of words containing silent letters. Pupil marks silent letters in words pronounced.

Write a list of words containing a silent letter. Ask pupils to identify or cross out the letter that is silent. Example: cage, ready, whistle, lamb, know

Prepare response cards of frequently observed silent letters. As words are called, have pupil show the letter of the word that is silent.

Measurements:

Given a list of words containing silent letters, pupil can cross out all silent letters.

Pupil can list several words containing silent letters (initial, middle, or final).

Skill:

Extends skill in blending sounds

Activities:

Provide practice in blending two sounds first. Then add a third sound to form words. Example: Write "m" on board and sound; then "ma" and blend; then add: mat, man, map, mad.

Encourage pupil to sound word parts smoothly and quickly.

Create rhymes in which pupil must use a blend to complete a blank. Example: "I can look up very far.
There I see a shiny __ar."

**Activities: (Continued)**

Direct the making of flip cards. Write a beginning blend on the side of the flap. Opposite the flap write appropriate word endings. Provide opportunity for pupil to give quick recognition of the words. Examples:

| bl | tr | br | st |
|---|---|---|---|
| black | tree | brother | stay |
| blue | trick | brook | stop |
| block | | brave | start |
| | | bright | story |

**Measurements:**

Given one syllable words having the short (a, e, i, o, u) vowel in the initial or medial position, the pupil will blend the sound patterns to pronounce the words, as in: at, cat, mat, sat.

Given a list of words having a consonant blend in the initial or final position, the pupil will pronounce each one without hesitation. Example: must, dust, stop, stand, list, stick

Given a list of consonant blends, such as sh, ch, pl, bl, br, st, the pupil can add a blend to the incomplete words in sentences so that each sentence makes sense.

Examples:
1. Mary had on a __ue dress.
2. The red light means __op.
3. He wants to __ay ball.
4. The sun was __ight this morning.
5. He wore a new red __irt.

READING LEVEL B

WORD ANALYSIS SKILLS - STRUCTURAL

**Skill:** Recognizes capital letter forms

**Activities:**

Provide opportunities for pupil to match the capital and small letter forms.

| | | |
|---|---|---|
| me | | To |
| to | | Me |
| is | | Is |

Write word in capitals; have pupil transcribe using small letters.

Provide opportunities for pupil to match words, identical except for letter size.

Duplicate sentences. Have pupil locate and mark capital letter forms.

Make charts of words requiring capital letter forms: names of people, schools, streets, days of week, months of the year, and initials for each.

Provide individual cards for bingo-type game.

**Measurements:**

Given a set of capital letters, pupil displays one named by teacher.

Given identical words except for beginning letter form (upper and lower case), pupil can match the words.

**Skill:** Hears syllables in words

**Activities:**

Pronounce names of pupils. Ask class members to identify the number of syllables in each name.

Demonstrate to pupil how syllables can be counted by feeling chin movements as a word is said.

Give a list of two/three syllable words. Devise a rythmic game by clapping hands.

Have pupil clap the number of syllables in a given word. Ask pupil to fold paper into three parts. Have him write one-syllable words under 1, two-syllable words under 2, three-syllable words under 3.

Say a selected list of words to the pupil and ask him how many parts he hears in each word. Provide response cards for pupil to use or have him respond by showing appropriate number of fingers.

Activities: (Continued)

Give the pupil a list of words he knows. Ask him to write after the word how many parts he hears (1, 2, 3) or hold up number of fingers representing number of syllables.

Measurements:

Given a known word of more than one syllable, pupil can identify the parts of the word.

Given a list of known words, pupil can write after the word how many parts he hears.

Skills:

Uses familiar word parts to identify new words

Recognizes singular and plural forms of words by adding "s"

Recognizes the root word and variant endings of known words

Activities:

Place cards for the ending "s" along the bottom of a chart holder. In the upper part, arrange word cards such as the following: one, two, three, a, bike, dog, kitten, wagon. Have pupil pair number words and the words for things in any combination he wishes, adding "s" to the words for things where needed.

Provide practice in making new words by having pupil add verb endings to familiar words: "s," "ed," "ing."

Ask pupil to select the correct word form to fill a blank in a sentence: Please _____ with me.
play, plays, played, playing

Provide exercises for pupil to circle the root word in given words.

Ask pupil to identify plural words in a given paragraph.

Provide opportunities for pupil to mark familiar word parts which retain the same pronunciation in different words, such as "an" in stand and answer.

Measurements:

Given a set of singular and plural nouns, the pupil will illustrate appropriately.

Given a word containing a suffix and a sentence with a word missing, the pupil will use the part of the given word to complete each sentence.
Example: The girl can _____ rope. (jumping)
(jump)

**Skill:** Recognizes and makes compound words

**Activities:**

Make word cards which can be matched to form compound words.

Write words in two columns. Have pupil draw lines between the two words that make a compound word.

Use newspaper, magazine, Weekly Reader articles to find and circle compound words.

Have pupil underline the words which make a given compound word.

Suggest compound words for pupil to illustrate. Example: house dress

Have pupil make as many sensible compound words as possible, using a given word as the first part of his compound word. Example: farmboy, farmgirl, farmyard, farmhouse.

Display cards with single words, such as: in, to, sun, light, work, mail, day, man, etc. Then have pupils make words with the cards as you say the following words: into, sunlight, mailman, daylight, workman.

Distribute cards with the first half of compound word to half of the group and cards with the last half of the compound word to the others. Have pupils pass among each other to see if they can make a word by combining their cards. When a word is made, the pupils say, "We made a compound word, _____, with our cards." Continue until all cards are paired.

Construct a compound word puzzle. Use zig-zag cut word cards that can be placed together to form compound words, such as: air⟩port out⟨side

Use the words, "any, every, some," for pupil to make as many compound words as possible.

**Measurements:**

Given a list of compound words, the pupil will identify the two words used to form each one.

Given two lists, each of which is composed of one of the parts of the familiar two-part compound words, the pupil will match the word parts in order to reform each compound word.

**Skill:** Recognizes contractions and their component parts

**Activities:**

Introduce and compare contracted forms: I will - I'll; what is - what's; he is - he's; is not - isn't.

Provide worksheets of contractions. Ask pupil to write the complete words.

Examples:

| | | | | |
|---|---|---|---|---|
| he's | ____ ____ | | can't | ____ ____ |
| she's | ____ ____ | | wouldn't | ____ ____ |
| here's | ____ ____ | | couldn't | ____ ____ |
| there's | ____ ____ | | isn't | ____ ____ |

Make flash card sets of a word and its contraction. Pupil shuffles and matches the cards.

**Measurements:**

Given two words, pupil can write the contraction correctly.

Given a sentence in which a contraction is used, the pupil will write the two words represented by the contraction.

## READING LEVEL B

### COMPREHENSION - LITERAL

**Skill:** Locates given information

**Activities:**

Provide self-help charts for easy reference, such as: color names, "direction" words, mathematics symbols, key pictures, and words for letter sounds.

Provide labels for checking supplies, noting tasks.

Ask questions about a story; have pupil find the sentence in the story which answers the question. Weekly Readers may be used for this.

Have each pupil write a question(s) about a story; exchange question(s) for answering.

**Measurements:**

Given a written direction for making a picture, pupil can make the picture.

Given a question from a page just read, pupil can find the sentence on the page which answers the question.

**Skill:** Reads to verify information

**Activities:**

Provide a set of pictures and describing words, phrases, or sentences. Ask pupil to match pictures with appropriate words, phrases, or sentences.

Check comprehension of details by directing pupil to answer Yes-No questions or respond to statements as true or false. Response cards or signals for "yes" and "no" may be used.

Hectograph or write riddles on the chalkboard for pupils to tell, write, or illustrate answers.

Write a short paragraph on the chalkboard followed with one to three questions. Have pupils write the answers to the questions and the number of the sentence in which the answer is found.

Give pupils a paragraph to read, followed with some multiple choice questions or statements. Have pupils underline the correct answers and verify answer in story.

| | |
|---|---|
| Activities: (Continued) | Check comprehension by having pupils ask questions about a story for others to answer. |
| Measurements: | Given a set of pictures and describing sentences, pupil can match sentences to appropriate pictures.<br><br>Given statements about a reader story, pupil can prove or disprove a point by locating the verifying sentences. |
| Skill: | Recognizes and recalls events of time and place in sequence |
| Activities: | Read a story. Have pupils organize the events in sequential order.<br><br>Show a single frame from a known filmstrip. Discuss what happened just before and just after.<br><br>Give pupil four sentences from a known story. Ask pupil to illustrate and arrange sentences in proper sequence on a piece of paper. Variations: Have sentences and illustrations placed in order on a flannel board; have sentences and illustrations assembled for a box movie; use individual pocket charts for assembling sentences.<br><br>Discuss the sequence of a story. Assign each pupil a part of story to write a sentence about or to draw a picture. Assemble in correct order for a class booklet.<br><br>Provide scrambled sentences for pupil to cut and paste in correct order.<br><br>Suggest a "picture" talk. Have pupil illustrate three important ideas of a story. Pupil may tell how the story begins before showing his pictures. |
| Measurements: | Given a list of story events, pupil can mark events which happened first, next, and last.<br><br>Given scrambled sentences from a known reader story, pupil can arrange sentences in sequential order. |
| Skill: | Recognizes emotional attitudes of story characters |

Activities:

Provide a variety of pictures of people. Ask pupil to locate happy and unhappy faces. Later choose one of the faces. Ask pupil to tell how he thinks the person feels and why he may feel that way.

Have pupils fold a paper into four blocks. Mark off four blocks on the chalkboard. In each block write a word to describe an emotion, such as: happy, angry, sad, afraid, surprised. Ask pupil to illustrate or find a picture that illustrates each word meaning.

Discuss with pupil and frame sentences from known reader story that reflect story characters' feelings.

Suggest that pupils dramatize how story characters felt in a given story.

Write or duplicate sentences using known vocabulary in a new way. Ask pupil to indicate how he would feel if he:

1. must eat something he doesn't like ☹ (unhappy)
2. has a quarrel with his best friend ☹
3. gets a prize ☺

Measurements:

Given a series of pictures of facial expressions, pupil can classify them according to happy, unhappy.

Given a known story selection, pupil can locate story character expressions or descriptions that tell how the story character feels.

READING LEVEL B

COMPREHENSION - INTERPRETIVE

| | |
|---|---|
| Skill: | Interprets story facts |
| Activities: | Provide a specific reading assignment; ask pupil to note certain ideas. Have pupil write or illustrate.<br><br>Provide opportunities for story dramatization.<br><br>Suggest that pupil provide the illustrations for a story read. |
| Measurements: | Given a story, pupil can provide an appropriate illustration for it.<br><br>Given a topic such as "Winter Fun," pupil can locate books in classroom library that tell about winter activities. |
| Skill: | Draws conclusions from story facts |
| Activities: | Select a paragraph to place on the chalkboard or on a worksheet. Under the paragraph write three or four words which describe something in the paragraph. Ask pupils to underline the word which they think best describes it. Example:<br><br>Dick was playing with his toys. He was all alone. The room was very quiet. All of a sudden he heard a noise. The noise became louder. Dick jumped up. He was<br>mad happy afraid sad<br><br>Provide two or three sentences about a reader story. Ask pupil to select the sentence which tells what the story is about. Discuss the pupil's choice. Guide him to identify more important ideas from lesser important ones. Ask him to tell why certain actions occurred. |
| Measurements: | Given stories heard and read, the pupil will make conclusions, such as: Workers are needed in our city. Animals need food. Friends are important.<br><br>Given three sentences leading to a conclusion, the pupil will state why the conclusion is logically correct. Example: Pam went out the door. It was raining. Pam got wet. |

Skill: Predicts outcomes and checks predictions by reading

Activities:

Have pupils read the first part of a story. Ask them to tell, write, or draw their prediction of how the story will probably end. Have the story finished to learn the real ending.

Read an unfinished story. Discuss why character felt or acted as he did and what he might have done next.

Discuss, draw, write, or dramatize what might have happened next after a story ended or how a story might have ended differently.

Measurements:

Given the first part of a story, pupil can predict its ending; then read to learn the author's ending.

Given a story without its ending and three different conclusions, the pupil will select the conclusion which best predicts the story's ending.

Skill: Makes inferences from given facts

Activities:

Prepare sentences for pupil to identify all the missing words which will make sense. Example: "We can play with _____." (bikes, balls, dogs, fun)

Ask pupil to complete sentences, such as: "If it rains, I will need to _____." "If I am lost, I will _____."

Decorate two boxes and label them "Riddles." Place a set of cards containing riddles in one box and a set of cards containing possible answers in the other. Plan contest activities for pupils to draw for appropriate answers.

Use dictated or written accounts of trips taken. Discuss signs noted on the trip. Plan to list signs observed and conduct activities in which pupils take turns reading the signs and explaining what they mean.

Have each pupil prepare a set of cards illustrating various feelings, such as: happy, sad, frightened, angry. Write brief descriptions of various types of moods. Example: Janet walked toward her house. She sat on the steps and began to cry. Janet was _____. Read or have a pupil read the descriptions. Ask others to display the card that best illustrates the feelings described.

Measurements:

Given an incomplete sentence about an activity or a story, pupil can complete the sentence, such as: "A strong wind and snow make a _____." (blanket, blizzard)

Given a story title, pupil will state an environment in which the story might logically occur.

Skill:

Recognizes the main idea in a story

Activities:

Have pupils read a selection and underline the words which tell the main idea.

Read a short paragraph. Ask pupils to choose the best title from three suggested.

Write and number a summary sentence for each of several reader stories. Ask pupil to match the sentences with story title found in the table of contents.

Have pupil illustrate a story and write a title for it.

Provide synopsis cards for classroom library collection.

Measurements:

Given a short story, pupil can tell or mark the best title for the story.

Given sentences from a story, pupil will select the sentence which best tells about the story.

Skill:

Distinguishes fact and fantasy

Activities:

Write the beginning of a story on the chalkboard, such as:

"When I got home and opened the door, I saw _____"

Ask pupils if a given story could really have happened. Discuss, for example, if animals really talk or why we read such stories.

Draw picture of a story read, base it on the facts in the story. Display and discuss whether it's fact or fantasy.

Activities: (Continued)

Give pupils a list of sentences, some real and some fanciful. Ask them to write "Yes" after the real sentences and "No" after the fanciful ones.

Examples: Jeff is a goat. _____
A goat can ride a bike. _____
Mike likes the farm. _____

Measurements:

Given a known story, pupil can tell whether it is a real or make-believe story.

Given a known story, pupil can identify story excerpts which could or could not really happen.

Skill:

Sees relationships in time and space

Activities:

Provide opportunities for pupil to group stories read in terms of: stories that take place in winter, summer; stories about people far away; stories of now and long ago; "old" vs. "new" ways.

Write on the board or chart a list of phrases or words from a story that tell where and when the action took place. Make two headings, "Where" and "When," and place words and phrases under proper headings.

| Example: | Where | When |
|---|---|---|
| | at school | now |
| | here | today |

Ask pupil to estimate time of given action in a story: A.M., P.M.

Measurements:

Given a story, pupil can tell when and where it might have happened.

Given a topic, such as stories of long ago, stories of people far away, stories that take place in summer, pupil can locate appropriate books in classroom library.

Skill:

Recalls and evaluates materials read

Activities:

Guide pupil to compare stories or books on the same topics, such as: pets, home, and families. Direct questions, such as: Did the stories tell what pets like? Which pet would you like to have? Why? How is your family

| | |
|---|---|
| Activities: (Continued) | like/different from the story families? (Be sure to provide trade books and related reading materials to supplement the basic reading program. Provide classroom library collection and encourage its use.)<br><br>Encourage pupil to share newspaper/magazine pictures and illustrations on topics of interest. Have pupils attempt to identify likenesses and differences in opinions expressed.<br><br>Plan directed discussion questions for pupil to answer. Examples of recall questions: Who were the main characters? Where did the story take place? Was there a problem? If so, how was it solved? Was this solution the best one? Are there any other solutions to this problem? |
| Measurements: | Given a question, such as: "Did any of our stories tell what pets like?", pupil can answer with appropriate response.<br><br>Given a story on a defined topic, pupil can recall a previously heard or read story on same topic. |

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the word analysis and comprehension skills of Level C, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils. It is suggested that the previous level checklist be used in evaluating pupil mastery of skills before proceeding to this level.

## SUGGESTED DIAGNOSTIC CHECKLIST

### LEVEL C

Vocabulary Development:

_____ Distinguishes between sight words similar in appearance

_____ Uses beginning dictionary to find appropriate word meanings

_____ Uses context, contrast, and comparison in identifying unfamiliar words

_____ Selects appropriate word meanings

_____ Applies skills being developed in writing, spelling, punctuating, capitalizing, and arranging written work

_____ Recognizes homonyms, antonyms, and synonyms.

Word Analysis Skills:

_____ Masters sounds of consonants in initial, medial, and final position

_____ Recognizes and uses diacritical markings for long and short vowel sounds

_____ Makes generalizations in changing verb endings

_____ Makes generalizations in changing nouns from singular to plural

_____ Recognizes suffixes and prefixes

_____ Understands accent in words

_____ Identifies the vowel sound in every syllable

Comprehension Skills:

_____ Can sequence main ideas, time, and story scenes of factual stories

_____ Understands different literary forms

_____ Recognizes the relationship of details to main ideas

General Learning Skills:

_____ Uses table of contents

_____ Develops alphabetical skill to the second and third letters

_____ Locates main ideas, notes details, locates topics, sees the proper sequence, finds key words, confirms a statement

_____ Evaluates and advances own reading skills

_____ Uses independently a variety of word identification skills

VOCABULARY - SIGHT

| | |
|---|---|
| Skill: | Increases sight vocabulary |
| Activities: | Draw a spiral path on a large sheet of paper with a hangar at one end. Divide the path into sections. On each section write one sight word. Make markers representing airplanes and make a duplicate set of small cards with the same sight words printed on them as are on the spiral path. Divide the small printed cards among the players. The first player turns up one card, says the word, and places his marker on the spiral path where the word is. The activity proceeds until all small cards are gone. The pupil closest to the hangar wins this game.<br><br>Number a large cardboard circle from 1-12 and fasten a pointer to the circle so it will spin. Words are written on cards and numbered to correspond to the clock face. A pupil starts by spinning the pointer. He chooses a card with the same number as he spun and says the word. The player who ends up with the largest number of cards is the winner.<br><br>Pair word study partners. Each pupil tries to read all 220 Dolch basic words to his partner. If he misses any word, he makes a flash card to study the word. Later the partner checks to see if he has learned these words.<br><br>Provide words from the Dolch list for pupil to identify.<br><br>Use a commercial or teacher-constructed tachisto-scope. |
| Skill: | Distinguishes between sight words similar in appearance |
| Activities: | Provide the pupil with a list of ten familiar words that are similar in appearance. Ask pupil to use each word in a sentence.<br><br>Provide a simple crossword puzzle made up of sight words that are similar in appearance for pupil to complete.<br><br>Ask pupil to find as many words as he can that are spelled the same forward and backward. Examples: was, saw; no, on; loop, pool |

Activities: (Continued)

Pair words that are similar in appearance in two columns. Ask pupil to underline the one word in each line that is named.

Provide sentences with one missing word. Ask pupil to select the correct word from words similar in appearance. Example: The ball went _____ the net. (thought, though, through)

Give two familiar words that are similar in appearance to pupil to pronounce and use in sentences. Example: then, them; house, horse

Skill:

Recognizes homonyms, homographs, antonyms, and synonyms

Activities:

Write sentences having an underlined word. Ask the pupil to replace the underlined word with a synonym. Anagrams may be used to build the needed word.

Make jigsaw type word cards; on each write antonyms (synonyms or homonyms) to be matched.

Write a jumbled list of synonyms and antonyms. Have the pupil tell words that are synonyms. The same activity can be used with antonyms, homonyms, homographs.

Collect "homonym" pictures from magazines. Make into class or individual chart.

hair hare

Write several homographs giving definitions. Write a sentence for each homograph. Have pupil tell the correct definition of the homograph used in the sentence.

Provide sentences and appropriate mounted pictures for matching homographs. Examples: fair - beautiful, fair - carnival

Skill:

Uses beginning dictionary to find appropriate word meanings and pronunciation usage

Activities:

Provide sentences, each containing an underlined word. Ask pupil to locate the underlined word in the dictionary to check its meaning for proper use in the sentence.

Give pupil a selection to read in which selected words are underlined. Have him use the dictionary to find the meaning of each word as it is used in a particular sentence.

Activities: (Continued)

Direct pupil to use the following procedure in using a dictionary:

a. Locate the given word in the dictionary, read each definition given
b. Select the one best suited to the context
c. List the word in the card file
d. Use it in conversations and in writing.

Provide a list of known words for pupil to locate in a dictionary. Then ask for the meaning of each word.

Provide a list of known words for pupil to write a sentence in which he uses the word correctly.

Have pupil find pictures of faces which illustrate varying moods and emotions and label these as sad, happy, puzzled, etc.

Guide pupil to use the dictionary or thesaurus to find appropriate synonyms (depressed, tearful, elated, cheerful).

Play a dictionary "game." Instruct one pupil to open the dictionary at random. Have pupil read guide words on the page and definition of one other word on the page. Other pupils take turns guessing the selected defined word. The winner makes the next random page selection and repeats the above.

Provide filmstrip on use of dictionary for individuals or small groups.

Provide letters of a holiday name. Ask pupil to use the dictionary to find words to describe the holiday.

Early
April
Spring
T_____
E_____
R_____

## READING LEVEL C

### VOCABULARY - CONTEXTUAL

| | |
|---|---|
| Skill: | Recognizes natural word and sentence order |
| Activities: | Provide sentences related to a topic. Ask pupil to arrange sentences in an order that "tells" the story or the message intended. |
| | Write on the chalkboard a list of events that happened in the story. Do not write the events in sequential order. Include several events that did not happen in the story. Have the pupil read the story by sections. After each section is read, have him find and record the event that goes with it. |
| | Give scrambled words from a sentence. Ask pupil to reconstruct the sentence. |
| | Omit needed words in scrambled sentences. Have pupil write sentences and supply the missing words. |
| | Provide selected phrases for pupil to use in sentences. Examples: one rainy day, as if she were |
| Skill: | Uses context and comparison in identifying unfamiliar words |
| Activities: | Give a list of unfamiliar words and use each word in a sentence. Have pupil read each sentence using context clues to identify the unfamiliar word. |
| | Have pupil read newspaper articles to find new words that can be figured out by use of context clues. |
| | Put a list of words on the board that show comparison. Have pupil use them in sentences. Example: more than, less than; greater than, not as |
| | Provide sentence strips or word cards to each pupil. Have pupils take turns offering clues or definitions of the sentence or word. Other pupils try to guess the sentence or word. |

READING LEVEL C

LANGUAGE - ORAL

Skills:

Uses word and punctuation cues as aids for intonation and inflection

Demonstrates knowledge of appropriate word meanings

Activities:

Select poems for choral reading related to units of work, stories read, topics of interest including cultural understanding.

Have pupils select poems or stories that use various punctuation marks to prepare and present to others. Suggest that pupils dramatize or record and evaluate their presentations. Guide evaluations by asking questions, such as: What parts pleased you? What would you like to change? Examples of poems: The Little Kittens[1], I Too Sing America[2]

Find examples in a story to illustrate each punctuation mark. Have pupil give reasons for marks being used. Have pupil read the examples orally to show understanding of the use of the marks.

Select five or six familiar words giving their different meanings. Write two or three sentences for each word using the meanings. Have pupil write the appropriate meaning of the word beside each sentence.

Give the pupil a word having several meanings. List several questions and have him write the answers using the meanings. Example: recovered 1. got well 2. got back something that was lost or taken away 3. picked up

1. If a sick girl recovers, how does she feel? _____
2. If a pitcher drops a ball and recovers it, what does he do? _____
3. If a man recovered the money he lost, what happened? _____

Write ten words on yellow paper. Put these in an envelope along with ten definitions written on blue paper. Have pupil match words to word definitions.

[1]Arbuthnot, May Hill. Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1959.

[2]Adoff, Arnold (Editor). I Am the Darker Brother. New York, New York: The Macmillan Company, 1968.

Activities:

Write eight phrases on the chalkboard. List words beneath which describe the phrases. Ask pupil to match the word with the phrase.

Write a word and the definitions given for it. Write sentences using the various definitions. Ask the pupils to identify the meaning of the word as it is used in each sentence. Example: range 1. a row or line 2. a cooking stove 3. land for grazing 4. place to practice shooting 5. wander; roam

_____ The cattle are out on the range.
_____ The plane flew over the range of mountains.
_____ He took his gun to the range.

Skill:

Uses descriptive words and phrases

Activities:

Present a list of colorful words and phrases used in a story. Pupils give a sentence for each word and phrase. Record this activity on tape. Pupils using listening posts then can do activity independently

Ask pupil to find a picture, study it, and tell some colorful words that describe the picture.

Have pupils construct an individual or group list of descriptive words and phrases. Have pupils use these in creative writing. Duplicate their products for others to identify the descriptive words or phrases.

Plan an identification game. Describe a class member for pupils to name.

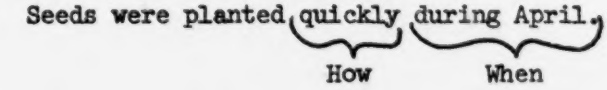
Place scrambled illustrations and appropriate descriptive phrases on a bulletin board. Suggest that pupil match illustrations and phrases.

Skill:

Distinguishes words according to use; nouns, verbs, adjectives

Activities:

Divide the chalkboard into three columns. At the top of each column, write a part of speech, such as nouns, verbs, adjectives. Direct pupil to think of a word that would fit in one of the categories, say the word, and write it in the appropriate column.

| | |
|---|---|
| Activities: (Continued) | Write several sentences. Have pupil underline the nouns with red pencil, verbs with blue crayon, and adjectives with green crayon. |
| | Write several sentences on the chalkboard. Direct the pupil to see how the meaning of the sentence is changed by adding single words or word groups that tell who, what, when, and how. Have pupil identify the words and word groups. Example: |
| |   |
| | Suggest that pupil locate nouns, verbs, adjectives in periodicals, pamphlets, or own compositions. |
| | Make a chart with four pockets. Label the pockets Who, What, When, How. Have pupil write a sentence or phrase for one of the headings, read it to the class, and place it in the proper pocket. |
| Skill: | Develops skills in oral reporting of materials read |
| Activities: | Provide time for oral reporting and sharing of personal reading. |
| | Direct pupil to select from his recreational reading interesting passages to read to the class. |
| | Have pupil memorize a favorite poem and recite it to the class. |
| | Tape individual reports. Pupil using earphones may evaluate his report by replaying the tape. Evaluation may be in written form or by conference with the teacher. |
| | Prepare a monthly calendar of famous people. Ask pupil to report on famous people of the month. |
| Skill: | Conveys character emotions, visual images, and story moods through oral reading and dramatization |
| Activities: | Discuss each character from a story read silently. Permit pupil to record a passage or part of a story depicting character emotions. Have pupil tell if his own voice depicted the emotions of the characters. |

Activities: (Continued)

Select a play for pupils to read as the characters would express themselves.

Have pupil portray a character in the selection read. He should express the emotion of the character through both visual image and vocal dynamics. Other pupils try to guess which character is represented.

Assign story character parts to pupils. Have dialogue read orally. May be taped and used with puppets or dramatized in "pantomime."

READING LEVEL C

LANGUAGE - WRITTEN

**Skill:** Applies writing, spelling, punctuation skills in all written work

**Activities:**

Encourage pupil to keep a diary, writing an entry each day.

Suggest a class story booklet, asking each pupil to contribute at least one story or poem to the project.

As a class project, write a story suitable for a radio script. Have pupils broadcast it to an audience.

Have pupil arrange his collection of creative writing or social studies reports, illustrations, and maps into a good working arrangement or format.

**Skill:** Recognizes and uses punctuation marks correctly

**Activities:**

Have pupil write daily news items on chart paper. Help him to use capital letters and punctuation marks correctly.

Make a chart such as the one below and place on the bulletin board. Have pupil use this for self-help. Select a story subject. Have pupil write the four different kinds of sentences.

DON'T FORGET US

. I am a period
? I am a question mark
! I am an exclamation mark
, I am a comma
" " We are quotation marks
' Apostrophe is my name

Provide several paragraphs. Omit punctuation. Have pupil provide needed corrections. Pupil may check his corrections against an answer key.

**Skill:** Records experiences effectively

Activities:

Have pupil record the steps of an experiment after it has been completed.

On a class trip appoint two or three pupils to record the activities. Ask the recorders to summarize and read their observations to the class.

Have pupil select a partner and write a story about a class activity or class trip. Have story read aloud and evaluated constructively by classmates.

Skill:

Writes original stories and poems, writes new endings for other stories

Activities:

Display an action picture. Have pupil write a story about it using as many descriptive words as he can.

Encourage pupil to write stories and poems with colorful illustrations. These stories and pictures can be fastened together to make a booklet. The booklet could then be sent to a sick classmate or a local hospital.

Plan a poetry corner in the classroom. Encourage pupil to write original poems. Type and display them in the poetry corner.

Have pupil reread a story and write a different ending for it.

Suggest story starters, such as: "I like hot weather better than . . .," "My cat, Boots, went away one day." "There is something alive in my garage."

Plan a Poet of the Week (or Month) Contest. Have pupils enter original poems in the contest. Share all poems with the class and have pupils select a favorite poem. The winner may receive his own bulletin board to display his poem.

Plan for an animal's visit to the classroom. Have pupils record its physical appearance and actions.

Select an "item" of the week for pupils to describe or write about.

Have pupil pretend to be a newspaper columnist writing a review.

Activities: (Continued)

Have pupil write a brief letter to a relative or friend recommending a book or poem.

Suggest that pupil write his own greetings and messages for friends who are ill, birthday celebrations, new family arrivals.

Select a story involving a time lapse. Ask pupil to write an imaginary sequence of events to fill in lapse of time.

Select an event or nature form. Write several sentences containing important information about it. Then condense it into a poem or Japanese Haiku. Display it on a Poetry Line (a string with clothes pins going across one area of the room).

## READING LEVEL C

### WORD ANALYSIS - PHONETIC

**Skill:** Masters sounds of consonants in initial, medial, and final positions

**Activities:**

On the board put a list of words omitting the initial, medial, or final consonant letters whose sounds have been studied. Have the pupil supply the consonant letter to make the word correct. Example: r, p, s

| | | |
|---|---|---|
| _abbit | _afe | _ile |
| _ ale | jum_ | pu_il |

For variation, divide the class into two teams. Have the chalkboard divided into two parts with two lists of words, omitting the initial sound. Ask the first pupil from each team to go to the board and complete any word, then give the chalk to the next person on his team to complete a word. The first team to finish the list wins. This type of activity may also be used with medial and final sounds.

Pronounce a list of words for pupils to identify the initial, medial, or final consonant. A Language Master may be used.

**Measurements:**

Given a list of familiar words with missing consonant letters, pupil can supply missing letters to complete the words.

Given a familiar word, pupil can substitute or add one consonant letter to make new words. Example: mine-mile-file-pile-piled

**Skill:** Masters sounds of short and long vowels

**Activities:**

Suggest that the pupil be a word detective. Write a few sentences; then have pupil identify the number of long vowel words and short vowel words.

Write a list of sentences omitting a vowel in one of the words. Ask pupil to write the missing vowel. Then have him identify the long vowel or short vowel by using the correct diacritical mark over the vowel written in the blank.

| | |
|---|---|
| Activities: (Continued) | Plan for pupil to design posters or mobiles of a given vowel sound. |
| Measurements: | Given a list of familiar words, pupil can mark all short and long vowel sounds.<br><br>Given short and long vowel sounds, pupil can supply a word illustrating sounds given. |
| Skill: | Identifies and uses the schwa sound |
| Activities: | List several two-syllable words with the schwa sound in the unaccented first syllable of each word, examples: machine, across, afraid, parade. Divide words into syllables. Ask pupil to pronounce the words orally. Have him identify which syllable should be accented. Have him give the vowel sound of the first syllable and decide if it is long or short. Help pupil make generalization that when the first syllable of a two-syllable word in unaccented, the vowel sound in that syllable is usually a schwa sound.<br><br>List words containing the schwa sound in a column. Divide the words into syllables and indicate the accented syllable. Circle the syllable with the schwa sound in it.<br><br>Have pupils plan a bulletin board with pictures of things with the schwa sound. |
| Measurements: | Given a story that has been read, pupil can list words that contain the schwa sound.<br><br>Given the schwa sound, pupil can supply several words containing the sound. |
| Skill: | Compares word parts in final position |
| Activities: | Write several words ending in ous on the chalkboard. Note that the words have same ending. Underline or circle the ending. Ask pupil to look at the part that is left to see if it is a root word. If it is a root word, then give a name to ous (suffix). If it is not a root word, then what is ous? (part of |

Activities: (Continued)

root word or a word part or syllable) List other words on the board and have pupils select the words in which ous is a word part:

| | | |
|---|---|---|
| curious | delicious | courageous |
| anxious | dangerous | poisonous |

Do the same with other word parts (ion: condition, location).

After introducing various endings and discussing how they change the meaning of a word, provide multiple choice sentences for practice; have pupil underline answer:

There are many (courage, courageous) firemen.
The spy was a (traitor, traitorous) person.

Measurements:

Given a list of words and appropriate word part endings, pupil can group words according to like endings.

Given a word ending, pupil can write the missing part to complete the word.

Skill:

Recognizes blends, digraphs, and diphthongs

Activities:

Select several words containing the blends, digraphs, or diphthongs studied. Write sentences in which the pupils select the appropriate word to complete the sentence. Example:

Sharon had to _____ hard to answer the problem.
(think, thick)

List the blend studied at the top of a paper. Below list sentences with words containing the blend. Have pupils underline the word containing the blend after reading each sentence.

Measurements:

Given a list of words containing blends, digraphs, or diphthongs studied, pupil can identify and use them correctly in sentences.

Given a blend, digraph, or diphthong studied, pupil can supply a word containing the given blend, digraph, or diphthong.

| | |
|---|---|
| Skill: | Uses the soft sound of c and g |
| Activities: | Review rules concerning the application of soft c and g. Prepare a list of words containing both hard and soft g and c. Have pupils apply rules in pronunciation of the words.<br><br>List two columns of words on the board--one containing all soft g or c sounds and the other, all hard g or c sounds. Have the words read orally, noting whether the sound of g or c is hard or soft. Circle the letter with the soft sound, underline the letter with the hard sound. Ask pupils to find the vowels following the letter with the soft sound (e, i), the hard sound (a, o).<br><br>Review soft and hard g. Write a list of words containing both soft and hard g sounds. Provide two words, one with hard g and the other with a soft g, as key words. Discuss the g sounds with the pupils. Then have them list the words from the list under the key word.<br>Example: gold \| cage<br><br>Provide response cards to each pupil. Example: [k] for hard c, [s] for soft c. Pronounce words. Have pupils indicate the sound of c they hear.<br><br>From this, help pupil make a generalization that when g is followed by a, o, or u, it usually has a hard sound; when it is followed by e or i, it usually has a soft sound. Pupil may note some exceptions to this generalization as give and get. This activity may also be used to review the soft and hard c sound. |
| Measurements: | Given a list of words containing hard and soft c and g sounds, pupil can classify the words according to hard or soft c and g. Examples: Alice, Carol, garage, city, civil, citizen, council, principal, coarse, engine.<br><br>Given hard and soft c and g sounds, pupil can supply a word illustrating each sound. |
| Skill: | Recognizes and uses the vowel variants |
| Activities: | Review orally the sound of ur, ar, ir, er, or and pronounce several words having the variants. Have pupils suggest additional words and list on the chalkboard. Underline the variant. |

Activities: (Continued)

Place vowels (a, e, i, o, u) on the chalkboard. Then add an r to each. Note how the letter r changes the sound of each of the vowels so it is neither long nor short. Provide sentences using variants. Omit the vowel variant and have pupils select correct word for the sentence. Example: Tom _____ at the strange bird. (scored, stared, tired, cured)

Take pupils on a tour of the building and ask them to write down the names of any objects they see that have vowel variants. Place these words in the proper column.

Vowel Variant Chart

| ur | ar | ir | er | or |
|---|---|---|---|---|
| | | | | |

Use the Language Master and record words with and without vowel variants. Number each card. Do not write the word on the card. Divide a shoe box into six categories. Label the compartments using ur, ar, ir, er, or, and none. Ask pupil to play the pre-recorded card, then place it in the proper category in the box. The teacher may check accuracy later or an answer key may be provided for self-correction.

Measurements:

Given a list of words containing variants, pupil can group words according to like variants.

Given a vowel variant studied, pupil can supply a word containing the given vowel variant.

Skill:

Recognizes the silent letters

Activities:

Place familiar words on the chalkboard, as: delight, knight, thought, neighbor. Have pupil note how the words are alike. Note the sound of gh. Have pupil read the words. Help pupil to generalize that when gh comes in the middle of a word or near the end of a word, it is usually silent.

Provide pupil with a list of words containing silent letters. Have pupil cross out the letters which are silent and/or add other words having the same silent letters.

| | |
|---|---|
| Activities: (Continued) | Provide a list of small words containing silent letters: lamb, truce, wrist, know, knife, through, daughter, etc. In columns provided, list how many sounds are heard and how many letters are seen. Pupil must be able to explain the difference between the number of sounds and the number of letters. Pronounce words to self, cross out the silent letters. |
| Measurements: | Given a list of familiar words, pupil can identify all silent letters.<br><br>Given a studied silent letter, pupil can supply a word which contains the silent letter. |
| Skill: | Recognizes diacritical markings |
| Activities: | Provide opportunity for pupil to classify words according to how many syllables there are in the words.<br><br>Introduce and explain vowel sound markings.<br><br>Write a list of small words: hat, hate; rid, ride; not, note. Note vowel sound of each word. Mark vowel sounds correctly with the macron or breve. Follow this by providing a list of words for individual practice.<br><br>Provide the pupils with a list of key words from the dictionary. Under these write several sentences from the story they have just completed. Underline the words in the sentences containing vowel sounds that are the same as the key words. Ask the pupils to read the sentences and mark the long and short vowels in the underlined words. |
| Measurements: | Given a sentence with an underlined word, pupil can locate the underlined word in the dictionary and mark it like the word is marked in the dictionary.<br><br>Given a word, pupil can mark it correctly according to his standard pronunciation. |

## READING LEVEL C

### WORD ANALYSIS - STRUCTURAL

**Skill:** Identifies syllables of words; recognizes syllables in words of one medial consonant, one medial digraph, two medial consonants

**Activities:**

Select sentences that contain words with one medial consonant. Ask pupil to read the selection, underline medial consonant words, and divide into syllables.

Give the pupil a list of two-syllable words with medial digraphs. Instruct him to divide the words into syllables, counting consonant digraph as one consonant letter. Example: gath/er, cush/ion

Have pupil make lists of words from newspaper articles under the headings, Three-Syllable Words, Four-Syllable Words.

Provide the pupil with sentences containing underlined words. Instruct the pupil to write above each underlined word the number of syllables it contains.

Present word patterns which contain the visual clues desired. Examples: picnic, into, get. Direct the pupil to:

place a "v" above each vowel - v v v v v
picnic into get

place a "c" above each consonant before and between the vowels - c cc c cc c c
picnic into get

divide the words into syllables - pic/nic in/to get/

Guide pupils to form the following generalizations:

1. The v-c-v generalization: When a word has the structure, v-c-v, syllable division is usually between the first v and the c; example, v cv
o/ver
However, vowels which are followed by consonant "r" form an exception, the "r" going with the preceding vowel; example, carol - vc v
car/ol

2. The v-c-c-v generalization: When a word has the structure, v-c-c-v, syllable division is usually between the consonants; example, vc cv
pic/nic

Activities: (Continued)

However, blends and digraphs are treated as one consonant; v c v
ga/ther

3. The consonant ___le generalization: When a word ends in the structure consonant plus "le," those three letters form the last syllable; example, c-le
ta/ble

Measurements: Given a list of words, pupil can write or give established signal for the number of syllables in the words.

Given the numerals 1, 2, 3, pupil can provide a word containing the given number of syllables.

Skill: Identifies the vowel sound in every syllable

Activities: On chalkboard, write list of words from pupil's readings. Have him say each word and underline the vowel sound in each syllable.

Form the generalization that each syllable has one vowel sound. List several multiple-syllable words in chart form. The pupil completes columns 2 and 3 independently. Example:

| Word | Number of Vowel Sounds | Number of Syllables |
|---|---|---|
| paper | 2 | 2 |

Ask pupil to read the list of words and identify the number of vowel sounds and syllables. Upon completion, have the pupil state, then write, this generalization in his own words.

Use a list of words from a reader story, pronounce them. Ask pupil to indicate the number of vowel sounds he hears. Have him note that the number of vowel sounds is the same as the number of syllables. Have pupil state this generalization in his own words.

Measurements: Given a list of familiar words, pupil can underline the letter that stands for the vowel in each syllable. Examples: helmet, magnet, velvet, little, picnic

Given a list of familiar words, pupil can name the number of vowel sounds and the number of syllables each word contains. Examples: grab (1), number (2), boat (1), brake (1)

**Skill:** Recognizes and knows meanings for suffixes and prefixes

**Activities:**

List common prefixes. Opposite them list words to which these prefixes can be added. Have pupils make new words. The same can be done for suffixes.

Provide two lists: one of prefixes studied, one of base words to which prefixes can be added. Choose one prefix, then draw a line from it to the base word with which it may be used, use it in a sentence. A prefix may be used more than once. (For variation, teams may be used and a point scored for every correct answer.) This may also be used with suffixes.

Provide a list of words having prefixes and suffixes. Ask pupil to break the words into parts, writing each part under the correct heading. Instruct pupil to replace any letter or letters in the root word. Example:

| | Prefix | Root | Suffix |
|---|---|---|---|
| distrustful | dis | trust | ful |
| retracing | re | trace | ing |

Give pupil a list of root words. Ask him to add "un," "dis," "re," or "pre" before each word. Write the meaning of the root word and the meaning of the same word when the prefix is added.

Prepare a list of words ending with common suffixes. Have pupil give definition of word by using the meaning of the suffixes. Example: delightful - full of delight

Provide word wheels which contain base words on inner circle with suffixes on outer circle. As wheel is turned, pupil adds suffix to the base word to form a new word.

**Measurements:**

Given a list of prefixes, the pupil can match them correctly with the root words.

Given a list of words containing studied prefixes and suffixes, pupil can identify the prefixes and suffixes.

**Skill:** Makes generalizations in changing nouns from singular to plural

Activities:

Duplicate the following adding many singular words. Have pupils fill in the plural column.

| Singular | Plural |
|---|---|
| penny | |
| money | |
| monkey | |

Write sentences using the plural form of nouns. Ask pupil to underline each plural word and above it write the singular form.
Example: Cherries grow in many orchards.
Donkeys led many journeys through the valleys.

Review principles that some words ending in "f" change "f" to "v" before adding "es;" some words ending in "y" change "y" to "i" before adding "ed" or "es." Have him apply the principles in adding endings to suitable words and use the new words in sentences.

Measurements:

Given a sentence containing a plural noun, pupil can rewrite the sentence using the singular form of the noun. Example: Babies are fun to watch. A baby is fun to watch.

Given a list of familiar singular nouns, pupil can rewrite their plural forms.

Skill:

Makes generalizations in changing verb endings

Activities:

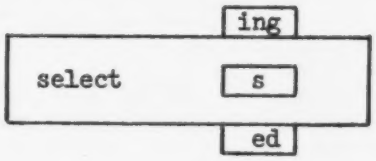
Discuss the rule which concerns doubling the final consonant in a verb before adding "ing," "ed." Have pupils add these endings to a group of words to apply the rule learned. Examples: scrub, swim, skim, map

Using the rule, "Verbs ending with 'e' often drop the 'e' before adding endings," have pupil compile other verbs that follow this rule. Examples: bake, slice, write.

Explain that when a verb ends in "y" and there is a consonant letter before the "y," then the "y" is changed to "i" before adding "ed" or "es." Examples: empty, dry, fry. Have pupil list other verbs that follow this rule.

Activities: (Continued)

Cut pairs of tagboard strips about 2" x 6". On one strip, write a base word. After it, cut two horizontal slits about $2\frac{1}{4}$" long. On the second strip write endings which could be added to the base word. Insert this strip through the slits of the base word card. New words are made by moving the ending strip up or down. Example:




Measurements:

Given a list of verbs with different endings, pupil can group words according to like endings.

Given a familiar verb, pupil can write its varied endings and use the new word forms appropriately in sentences. Examples: hum, hummed, humming; sparkle, sparkled, sparkling; fry, fried, frying

Skill:

Recognizes comparative and superlative forms

Activities:

Give a list of words (fat, tall, short, pretty) on the chalkboard. Give an oral sentence for each word on the list. Ask pupil to add "er" or "est" to fit the sentence given. Example: Bob is the _____ boy in his class. Cards may be used for all-pupil response.

List pairs of similarly structured words. Have pupil circle the parts in each word which are alike. Draw a line under the parts that are different. Examples: fatter, fattest; thinner, thinnest

Provide the pupil with a sheet of paper divided into several squares. Each square contains a word with comparative and superlative endings and an illustration of each ending. The pupil draws a line from the word to the correct illustration.

Explain that when a root word ends with "y" and there is a consonant letter before the "y," the "y" is changed to "i" before the "er" or "est" ending is added. Examples: lazy, lazier, laziest; happy, happier, happiest. Then provide word lists from stories read. Ask pupil to write the root word of each comparative and superlative form.

| | |
|---|---|
| Measurements: | Given the word big or fat, the pupil can write the "er" and "est" forms.<br><br>Given the word happy or funny, the pupil can write the "er" and "est" forms.<br><br>Given a sentence with an underlined word, pupil can supply the correct suffix to the word. Example: Bob is the short boy in the class. |
| Skill: | Uses knowledge of contractions, possessives, and compound words to identify unfamiliar words |
| Activities: | Write one part of a compound word on an index card. Write the second part of the word on another card. Scramble and place in an envelope. Encourage pupil to work independently or with partner to put compounds together.<br><br>Have pupil copy from his reading five sentences containing contractions. Then have him rewrite the sentences, using the complete word from which the contractions were derived.<br><br>Prepare two columns of words. Have pupils put a word from the second column with a word in the first column to make a compound word. They then use word in a sentence.<br><br>Write sentences containing words that will make a contraction. Underline these two words. Have pupil read each sentence, first using the underlined words, then substituting the contraction for the underlined words. Write each contraction directly above the underlined words so comparison of the two forms can be made.<br><br>Write forms of singular or plural possessives. Have pupil demonstrate understanding of ownership. Example: John owns a radio. It is _____ radio. |
| Measurements: | Given incomplete sentences containing compound words, pupil indicates meaning for the compound word by completing the sentence correctly. Examples: A fireplace is _____ (a place for fires). A plaything is _____ (something to play with).<br><br>Given sentences containing contractions, pupil can rewrite the sentences using the two words that formed the contraction. |

## READING LEVEL C

### COMPREHENSION - LITERAL

| | |
|---|---|
| Skill: | Recalls and verifies specific information |
| Activities: | Use paragraphs which contain many details; ask pupil to reproduce the ideas orally.<br><br>Have pupils dramatize "Hunting for Action." A pupil pantomimes a part of a story just read. Other pupils then hunt for the place which tells about it in the story. The one who finds it may read it aloud.<br><br>Prepare a group of "why" or "how" questions for a selection read. Have pupil write the answer to each question without looking back at the selection. Try newspaper articles for this activity. |
| Measurements: | Given a short paragraph and a question about the paragraph, pupil can mark the paragraph sentence which answers the question.<br><br>Given two factual statements, pupil can mark the one that can be checked by looking in a reference book. Example: Abraham Lincoln declared an end to slavery. The totem carver liked Lincoln's picture. |
| Skill: | Can sequence main ideas, time, and story settings of factual stories |
| Activities: | Tell a story to the group or have a pupil read a story. Ask pupil to list what happened first, second, third.<br><br>Have pupil illustrate the who, what, when, how of a given story.<br><br>Have pupil determine from the story the time of year, the various settings.<br><br>Have a pupil retell a known reader story in his own words. Ask class to determine if his sequence is correct.<br><br>List five or six scrambled sentences in paragraph form which, if correct, would describe a particular incident of a story. Have the pupil read the scrambled sentences and record them in correct sequence. |

| | |
|---|---|
| Measurements: | Given main ideas from a known reader story, pupil can state the sequence of the ideas.<br><br>Given known reader story titles, pupil can classify according to place and time of story events. |
| Skill: | Identifies introductory and concluding paragraphs |
| Activities: | Have the pupil supply the ending paragraph to a story read.<br><br>Provide a list of introductory and concluding paragraphs. Determine through discussion the characteristics of introductory and concluding paragraphs.<br><br>Have pupil read an introductory paragraph of a story to find out what the story is about. Prepare questions related to the introductory paragraph for pupil to answer. Example: What kind of story do you think this will be? Where does it take place? What time of year is it?, etc.<br><br>Have pupil write or dictate introductory and concluding paragraphs for stories. |
| Measurements: | Given paragraphs from known stories, pupil can classify them as to introductory or concluding paragraphs.<br><br>Given descriptive phrases, pupil can classify them as more appropriate to introductory or to concluding paragraphs. Example: from now on, one fine day, at the circus, a foolish fisherman, no longer needed, next time, finally the boat came. |
| Skill: | Locates main ideas in paragraphs |
| Activities: | Provide the pupil with several paragraphs containing the main idea in a different location (beginning, middle, end). Have the main idea identified for each paragraph.<br><br>Have pupil read a story having several paragraphs. List three sentences for each paragraph. Ask pupil to check the sentence that best expresses the main idea of each paragraph. |

| | |
|---|---|
| Activities: (Continued) | Cut a number of articles from the newspaper, then separate the text of the article from the headline. Have pupil read each article and locate the most suitable headline for each. |
| Measurements: | Given paragraphs with the main idea located in different areas, the pupil can correctly select the main idea from each paragraph.<br><br>Given several statements about a known reader story, pupil can mark the statements of most importance to the story. |

READING LEVEL C

COMPREHENSION - INTERPRETIVE

| | |
|---|---|
| Skill: | Recognizes the relationship of details to main ideas |
| Activities: | Locate the main or topic sentence of the paragraph. Discuss why the rest of the sentences belong to this sentence.<br><br>Provide several short paragraphs that have a sentence or two that do not belong. Have the pupil locate these irrelevant sentences and tell why they do not belong.<br><br>Have the pupil list all the important details from a paragraph, then summarize the main idea in his own words.<br><br>Provide pupil with a short story. Do not indent for paragraphs. Ask pupil to show where each paragraph begins. |
| Measurements: | Given a paragraph, the pupil can locate any irrelevant details.<br><br>Given the main idea and sentences from a story, pupil can mark sentences which support the main idea. |
| Skills: | Notes cause and effect relationships<br><br>Makes deductions and draws conclusions from written material |
| Activities: | From the story, list causes in one column and in another column list the results/effects in scrambled order. Have pupil match result/effect with cause.<br><br>Ask why questions. Have pupil discuss reasons for actions of characters.<br><br>Give pupil short paragraphs concerning an event or happening. Ask him to identify the cause and effect.<br><br>Have pupils write and dramatize short skits, illustrating cause and effect relationships. |

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| Measurements: | Given a story selection, pupil can identify and classify sentences that tell how something happens and sentences that tell why something happens.<br><br>Given story character expressions, pupil can match them to story action. |
| Skill: | Compares characters, plots, events |
| Activities: | Direct pupil to make a comparison of two versions of the same fable or story. Ask him to relate the differences and likenesses.<br><br>List general characteristics (some applicable; others, not applicable) regarding story character role. Example: astronaut, mechanic, engineer, nurse. Have pupil select the characteristics that are appropriate to the given story character.<br><br>Select stories that have characters who have accomplished or invented something. Example: x-ray, gas mask, moon walk. Have pupil read the selections and discuss the qualities that were similar in each character.<br><br>Select the main character from two stories read. Instruct pupil to list how they are alike, how they are different. Pupil checks himself by rereading both stories and evaluates his work.<br><br>Have pupil compare book (or story) characters and tell why he would or would not want the story character for a friend. |
| Measurements: | Given a list of known story characters, pupil can classify them according to occupation and contribution.<br><br>Given known reader stories, pupil can classify them according to adventure, mystery, informational. |
| Skill: | Relates illustrations to text for interpretations |
| Activities: | Suggest that pupil summarize story or book by drawing a series of pictures which depict events. |

Activities: (Continued)

Have pupil make pictures showing himself in his favorite place in any story he has read. Let others who have read the story identify the name of the story depicted and the situation in the story.

Have pupil locate sentences or paragraphs which tell about the illustrations of a story. Have him list words that are descriptive. Place words in columns under given headings.

Locate a story in the Table of Contents of the reader. Have pupil discuss the illustration in relation to the story title.

Measurements:

Given a list of homographs and phrases representing each, pupil can match words to phrases and supply an appropriate illustration for each. Examples: pointer - dog trained to hunt, thin rod used for pointing to things; palm - the inside of your hand, a tree; tumbler - a drinking glass, an acrobat.

Given an illustration, pupil can supply appropriate story text.

Skill:

Makes inferences from implied words and related facts

Activities:

Give pupil a selection to read. In one column write the characters by name; in the other, scramble some implied facts about them. Have pupil match character with the implied fact.

In the first column, list several ideas of a story as stated in the words of the author. In the second column, what the author meant is stated in different words. Have pupil select the idea in the second column that matches the idea in the first column. Example:

| What Author Said | What Author Meant |
|---|---|

Provide sentences describing a situation. Ask pupil to select from words given the appropriate implied meaning.

Measurements:

Given a story selection, pupil can locate and mark descriptive words, actions, conversation that tell something about a named story character.

Given factual statements about a known reader story, pupil can mark them as being true, false, or unknown.

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| Skill: | Distinguishes between fact and fiction |
| Activities: | Present several story selections, some fact, some fiction, about a historical character. After reading the selections, have pupil distinguish fact from fiction about the character. Examples: Betsy Ross, Benedict Arnold<br><br>Check the facts or details given in a selection against other sources. Example: encyclopedia, resource text.<br><br>After pupil has completed a basal reader or several units of a basal reader, list the titles of the stories from the Table of Contents. Direct pupil to write after the titles listed either Fact or Fiction.<br><br>Use news articles and advertisements to help pupil determine fact from opinion. |
| Measurements: | Given several statements, factual and ludicrous, pupil can mark the factual statements.<br><br>Given a story situation, pupil can tell whether it is fact or fiction. |
| Skill: | Interprets the author's ideas |
| Activities: | Project a statement about a famous person on the overhead projector. Present this idea in different words along with other related ideas about the statement. Have the pupil select the idea most closely resembling the original statement. Discuss reasons for the selection.<br><br>Have the pupil paraphrase an idea given by someone famous or an author of a known story. Ask if other pupils agree that the rewriting presents the person's ideas.<br><br>Plan a "You Are There" story about a current, historical, or proposed future event.<br><br>Explain to pupil that an author has a purpose for writing a story. He may want to teach, give new information, or entertain. Have the pupil read a selected paragraph and list the reasons which the author may have had for writing the selection.<br><br>Compare definitions from different dictionaries. |

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| Measurements: | Given a list of descriptive words, pupil can mark those that describe a person in the selection read. Examples: kind, fierce, bothersome, thoughtful, friendly, unkind.<br><br>Given a story selection, the pupil can paraphrase or interpret the idea or theme correctly. |
| Skill: | Understands different literary forms |
| Activities: | Have pupil read various selections, discuss literary form and characteristics.<br><br>Have pupil compare writing styles of selected authors.<br><br>Have pupil write an original story in the style of the selection. Examples: poetry, narrative fairy tale, fairy tale, tall tale, historical fiction.<br><br>Have pupil read books from same author, but written in different styles. Compare these styles. |
| Measurements: | Given titles of known selections, pupil can classify according to fairy tale, poetry, fable, modern, historical.<br><br>Given a new story selection--modern, historical, biography--pupil can identify its literary form. |
| Skill: | Reads with understanding in the content areas |
| Activities: | Have the pupil read different types of articles of varying reading levels. Discuss purposes for reading and why certain selections can be read faster than others.<br><br>Provide the pupil with a list of different types of content. Under each indicate the different reading rates. The pupil underlines the rate at which he has read the article. Examples:<br>1. a friendly letter<br>carefully, normally, rapidly<br>2. rules for a new game or steps for a science experiment<br>carefully, normally, rapidly, skimming |

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| Activities: (Continued) | Provide opportunities for skimming to find information to answer questions in a reading selection. This could be in form of an individual worksheet or questions on tape. Pupil using listening post answers questions on blank sheet of paper.<br><br>Give the pupil a map containing information about a story selection just read or a topic in social studies area just completed and a list of questions that require the use of the map.<br><br>Have pupil list words he will expect to be used before viewing a filmstrip on a studied topic. |
| Measurements: | Given a chart or diagram and a question, pupil can locate needed information.<br><br>Given a story title, pupil can name words he expects to find in the opening paragraphs. |
| Skill: | Uses critical thinking skills in problem solving situations |
| Activities: | Have pupil read a book about someone different from himself and tell what the story character's problems were and how they were solved. Ask pupil to tell how he would have tried to solve the same problems.<br><br>Assign pupil to write an ending to a story in which a problem must be solved by the main character.<br><br>Provide opportunities for pupil to identify problem(s) in a story and supply his own solution(s) to the problems. |
| Measurements: | Given problem situations from familiar stories, pupil can state how each was resolved.<br><br>Given a new problem situation, pupil can supply an appropriate conclusion. |

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the word analysis and comprehension skills of Level D, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils. It is suggested that the previous level checklist be used in evaluating pupil mastery of skills before proceeding to this level.

## SUGGESTED DIAGNOSTIC CHECKLIST

## LEVEL D

Vocabulary Development:

_____ Knows many sight words

_____ Understands synonyms, antonyms, and homonyms

_____ Uses vowel and consonant sounds to identify new words

_____ Uses sentence meaning to identify new words

_____ Learns to check derivation of words

_____ Knowledge of sentence structure for recognition of words

Word Analysis Skills:

_____ Uses methods of word attack to unlock new words

_____ Recognizes vowel digraphs and diphthongs

_____ Uses diacritical marks to identify new words

_____ Recognizes root words, prefixes, and suffixes

_____ Can divide words into syllables

_____ Uses knowledge of contractions and compound words to identify new words

_____ Begins to note accented and unaccented syllables

Comprehension Skills:

_____ Recalls and verifies specific information

_____ Recognizes sequence of events

Comprehension Skills: (Continued)

_____ Recognizes main ideas and details which support them

_____ Recognizes cause and effect relationships

_____ Recognizes implied meanings of words

_____ Makes deductions and draws conclusions

_____ Distinguishes between fact, fiction, and opinion

_____ Evaluates conclusions

_____ Evaluates author's purpose

General Learning Skills:

_____ Adjusts rate of reading to purpose

_____ Uses table of contents, indexes, glossary

_____ Uses skimming, note-taking, outlining, summarizing

_____ Uses alphabetizing for locating information

_____ Uses guide words and pronunciation keys

_____ Reads for personal pleasure

## READING LEVEL D

### VOCABULARY DEVELOPMENT - SIGHT

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|---|---|
| **Skill:** | Extends sight vocabulary |
| **Activities:** | Introduce new words and new concepts by using pictures, graphs, and stories. Encourage pupils to broaden concepts and acquire a meaningful vocabulary by independent research both inside and outside the classroom.<br><br>Have pupil collect sight words that give him difficulty. Suggest that he make posters for those words which lend themselves to illustrations.<br><br>Have one pupil dictate a story to another pupil who records it for later reading by the "author" as well as others. |
| **Skill:** | Demonstrates an interest in word origins |
| **Activities:** | Encourage pupil to keep a word file or personal dictionary stating word origin, meaning of the word, and an example of its use in a sentence.<br><br>Prepare lists of interesting words, their origins and meanings scrambled. Have the pupil match the lists.<br><br>Select a word outside of the normal vocabulary. Post the word on a bulletin board. Have pupil consult the dictionary for the meaning, part of speech, origin, etc. At the end of week, discuss it with pupil and use it in sentences. Post meaning of word, record sample sentences, and put word into class or individual word dictionary. Have pupil make up a story using as many of these words as possible. |
| **Skill:** | Recognizes that word meanings change through time and usage |
| **Activities:** | Have pupil use the dictionary to locate several words and become knowledgeable of their meanings. Have him write questions to test the meaning of the words. Example: Is a tiger a coniferous animal? Pupil writes his question on a 3 x 5 card. On the back he writes the answer he expects: "No, a tiger is not a coniferous animal because coniferous means 'cone bearing'." The cards are collected and a "quiz master" asks the questions. (A point is given for the correct response.) |

Activities: (Continued)

Use an overhead projector or an opaque projector to show how a word's meaning changes through time and usage. With an opaque projector, you can show actual samples from old books, newspapers, magazines, or other artifacts.

Suggest that pupil write as many words as possible that did not exist the year he was born.

Skill:

Expands knowledge of word meaning through the understanding of synonyms, antonyms, and homonyms

Activities:

Provide the pupil with a list of well-known nouns. Ask him to list as many synonyms for each noun as he can.

Label a class box "Homonym Hopper." In it place homonyms written on 3 x 5 index cards. Have card drawn out. Ask the pupil to use the homonym in a sentence.

Write a make believe letter having many pairs of homonyms. Have pupil cross out the word that does not make sense in the sentence. Have pupil use dictionary to locate words whose meanings are unknown. Example:

Dear Tom,
I was very happy to get the letter you (sent - scent) me yesterday. I tried to (right - write) you an answer immediately but I have been working (hours - ours) on a project.

Provide the pupils with a short story or paragraph containing many underlined words. Have them change the story by writing synonyms or antonyms for the underlined words.

Suggest that pupil write several sentences using a group of synonyms to show slight shades of differences in meaning.

Skill:

Expands vocabulary to include knowledge of specialized terms in content areas

Activities:

Place a picture of a specialized word (lazer beam, yowl) on a 3 x 5 index card, write the word under it, write the meaning on the back. Use this for individual self-help.

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| Activities: (Continued) | Direct each pupil to develop a specialized word file or dictionary. Provide for reviews.<br><br>Have pupil make a booklet using a different section for each content area. Place the learned words for the area in its proper section. Write a sentence for each new word.<br><br>Plan a "The Daily Word" bulletin board. Have pupils supply new, interesting words from which one is selected for discussion of definition and use.<br><br>Have pupil write kinds of endings (or beginnings) which are often found on specialized words, such as: ology, iatric. |

READING LEVEL D

VOCABULARY DEVELOPMENT - CONTEXTUAL

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|---|---|
| Skill: | Adds to ability to use context to determine meaning of words and multiple meanings |
| Activities: | Provide pupil with words from selection used and multiple meanings of each as listed in the glossary. Under each word provide its meaning. List several sentences using the word in different ways. Have the pupil decide which meaning of the word is used in the sentence.<br><br>Re-emphasize that one helpful technique in figuring the meaning of unfamiliar words is to relate a new word to the meaning of other known words. Give the pupil a selection containing unfamiliar words. Underline the words. Direct the pupil to read each sentence and write what he thinks the meaning of the underlined word might be.<br><br>Use a newspaper article. Have pupil underline the unknown words in the article. Using sentences surrounding the word, pupil deciphers the meaning; then writes the word and the meaning. He may have another pupil check his meanings or use the dictionary for checking and correcting.<br><br>Give pupil a list of new words in a content subject article. Ask pupil to write a phrase or a word which could be substituted for it. |
| Skill: | Utilizes knowledge of the structure and patterns of English sentences to assist in the recognition of words and word groups |
| Activities: | Prepare 3 x 5 cards with words using nouns, verbs, adjectives, and noun signals. Give each pupil a card. Ask pupils to make sentences by arranging themselves in the proper order.<br><br>Write several groups of words--some in complete sentences, some incomplete. Ask pupil to respond to each group of words explaining why it is or is not a sentence. Have pupil change all incomplete sentences to sentences.<br><br>Prepare many sentences, some of which will be incomplete. Some will contain an unnecessary subject, a verb not in agreement with the subject, improper comparison of adjectives or incorrect usage of this, that, these, those. The teacher or a pupil will read the sentences. |

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| Activities: (Continued) | If the first pupil detects an error, he must say, "I spy," and identify the error. If he hears no error, he says, "I pass." This activity may be used for independent work by placing sheet of double-spaced sentences in plastic folder and making corrections with china marking pencil. |

## READING LEVEL D

### VOCABULARY DEVELOPMENT - ORAL LANGUAGE

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| Skills: | Becomes increasingly competent in dramatization, role-playing, dialogue reading, and choral speaking<br><br>Increases skills in discussing and reporting |
| Activities: | Guide pupils to define what comprises a good discussion and set up steps for the basis of such a discussion.<br><br>Suggest preparation of a question box. Ask each pupil to drop in questions he would like discussed. The chairman of the group limits speakers and also summarizes the group discussion. Summaries may be kept on file for later reference.<br><br>Suggest that pupils practice a play given in the readers or one related to a selection in the reader. Guide pupils to discuss and practice correct speaking, movements. Without using readers, pupils may perform for another class. Hand puppets may be used.<br><br>Provide opportunities for reporting, discussing, comparing selection in reader with other selections on same topic. Research a topic to gain further information. Discuss comparisons.<br><br>Ask pupil to retell a selection in as few words as possible. Example: record a message to be used in a telegram.<br><br>Give opportunities for pupils to do choral reading after an appropriate story has been read. |
| Skill: | Uses inflection, pitch, and rhythm in interpretation of printed text |
| Activities: | Read a poem aloud to pupils, asking them to listen to the rhythm of the lines and the way your voice rises and falls. Read naturally. Have the pupils tap the rhythm with fingers of one hand on palm of the other. Then have individual pupils read the poem aloud. Tape their readings and play back. Also, the reading of the poem may be taped to use with listening post activity and practice worksheet. |

Activities: (Continued)

List some feelings or emotions that the voice can show: fear, anger, joy, teasing, excitement, or impatience. Use some examples to show how the same words can mean different things depending upon how they are said. Examples: "Who's there?" "What's the matter with you?" Let pupils take turns saying words in different ways; have classmates guess which emotion the voice is portraying.

Have the pupil retell a fable, tall tale, or story in his own words. Encourage expression. Use tape recorder. Pupil may then use earphones and evaluate himself.

Skill:

Reads various literary forms with increasing skill and appreciation

Activities:

Have pupils read a variety of poems. Write a number of sentences that could explain what the author meant. Have pupil put a check (✓) in front of the sentence that best describes the selection. Examples: I Hear America Singing[1], Memorial Wreath[2]

Have pupil read the same library book as other members of the group. Direct him to be a part of a panel discussion focused on the literary style of the book.

Have pupil select a poem or story, read it to others, and discuss how words are used to express the thoughts of the author.

[1]Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Chicago, Illinois: Scott, Foresman and Company, 1971.

[2]Adoff, Arnold (Editor). I Am the Darker Brother. New York, New York: The Macmillan Company, 1968.

READING LEVEL D

VOCABULARY DEVELOPMENT - WRITTEN LANGUAGE

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| Skill: | Extends understanding of the relationship between oral and written language |
| Activities: | Ask pupil to read a story. Ask him to record his thoughts on tape. Direct him to write what he thinks the author meant. Encourage him to compare the relationship between the oral and written work.<br><br>Suggest that pupils write and mail business letters requesting free brochures or maps or other information related to units of study.<br><br>Discuss and provide opportunity for writing of Haiku and Cinquain.<br><br>Using a written invitation, invite parents, friends, another class to an activity in the room or to a party at home of writer.<br><br>Propose written requests for descriptive literature from embassy of a country being studied.<br><br>Suggest that pupil write an advertisement for local newspaper or for a poster--use ecology, science, or other current interest.<br><br>Suggest that pupil write to a senator or representative expressing his own feelings about some topic of concern. Have replies shared with other pupils. |
| Skill: | Understands the purpose of written language in such various forms as poetry and narrative prose |
| Activities: | Have pupil prepare a short review of a story stating the ideas of the author which were expressed in it.<br><br>Have pupil read a poem of his choice; then write the thoughts of the poem in his own words.<br><br>Using a theme of a story, have pupil write a brief poem or Japanese Haiku. |
| Skill: | Uses punctuation with increasing facility |

Activities:

Have pupil read a group of unpunctuated sentences. Ask him to supply the punctuation. Reread and discuss which way is correct and why punctuation is necessary. The opaque or overhead projector can be used. Pupil may write his own unpunctuated sentences and exchange them with another pupil for correcting.

Plan time and direction for pupil to proofread his compositions.

Have pupil make posters of different punctuation marks and write where and when the mark is used.

Provide several paragraphs of a story that contain no punctuation. Slide the sheet into a clear plastic envelope. Using a china marking pencil, have pupil add the punctuation. Copies may be reused. By making a punctuated copy available, individuals may check their own errors.

Skill:

Masters use of abbreviated word forms

Activities:

Give pupil a list of abbreviated word forms. Have him write the original form opposite each abbreviated one.

Using the form of crossword puzzle, create an Abbreviation Word Puzzle.

Suggest that pupil write a message to another pupil. Tell him to abbreviate as many words as possible. The receiving pupil translates, then answers the message using as many abbreviations as possible.

Skill:

Uses written language with increasing effectiveness in creative writing

Activities:

Provide practice in creating the various areas of literature--poems, essays, fables, tall tales, imaginary stories, etc.

Establish a creative writing file or portfolio for pupils to file their own writings.

Establish an author's corner with space to display pupils' prose or poetry.

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| Activities: (Continued) | Develop a title box. File story titles under topics; e.g., About Me, Mystery, Tall Tales, True Stories, Tomorrow I Will, etc. The pupil selects a title to write a story. A story starter box containing good starter sentences may give the pupil a place to begin.<br><br>Assign pupil to write a story. Using illustrations and correct format, make a "book" of the story. Display these in room library or share with other classes. |

## READING LEVEL D

### WORD ANALYSIS - PHONETIC

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|---|---|
| Skill: | Uses skillful methods in attacking new words |
| Activities: | Write a list of words on the chalkboard that follow various phonetic principles. Observe pupil application of the rules in pronouncing the words.<br><br>Introduce a story, build background, but do not introduce new words. Have pupil read story aloud after silent reading to ascertain his success in solving pronunciation of new words. Note word attack skills and record pupil's strengths and weaknesses. |
| Measurements: | Given a sentence containing some two- and three-syllable words, pupil can list all the ways usable in unlocking the words.<br><br>Given a word list, pupil can group the words according to phonetic generalizations. |
| Skill: | Extends awareness of more difficult digraphs and diphthongs in unfamiliar words |
| Activities: | Form the generalization that two vowels which represent sounds that "slide" into each other or blend together are diphthongs. Provide pupil with a list of words containing diphthongs studied. Have him identify the diphthongs in each word. Example: coin, toy, loud, power, royal<br><br>Provide a list of words containing both digraphs and diphthongs. Pupil places a lower case d after each word containing a digraph and a capital D after each word containing a diphthong.<br><br>Tape a list of digraphs and/or diphthongs. Using the the listening post, have pupil identify the digraph or diphthong in each word pronounced on the tape. Variations: Provide a written list of digraphs or diphthongs. Using the tape, the pupil pronounces them and identifies the digraph or diphthong. Replay tape to identify pupil's needs. |
| Measurements: | Given a list of words containing diphthongs, pupil can identify the diphthongs in each word. |

Measurements: (Continued)

Provide pupil with a list of words containing digraphs and diphthongs. Have pupil identify each by following the directions.

Skill:

Utilizes diacritical markings to identify unfamiliar words

Activities:

List the dictionary respellings of several words. Under this list write sentences that contain strong context cues to one of the respellings. Have pupil write the correct spelling of the word in the blank space, then tell how he knows the correctness of the spelling.

Write two lists of dictionary respellings on the middle of the board or on a long, narrow sheet of paper. Divide the group into two teams. Have one member from each team decipher any one of the dictionary respellings. First team to complete its list wins.

Select unknown words from current selection. Suggest that pupil use the dictionary to pronounce them, using the diacritical marks as an aid.

Print words on the chalkboard. Place the diacritical marks in the proper place. Ask pupil to pronounce the words and then divide them into syllables.

Provide pupil with two lists of words. The first list contains the respelling of words. The second list contains the same words regularly spelled. Have pupil draw a line between each respelling and the word it stands for. Example:

Measurements:

Given a list of words and key words for the vowel sounds, pupil can group all the words according to a given vowel sound.

Given pronunciation spelling of studied words, pupil can rewrite word with its regular spelling. Example: blok´hed - blockhead; sē´dĕr - cedar; kon´flikt - conflict.

Given a sentence, pupil writes the pronunciation form for the underlined word. Example:

He made an appointment at the doctor's office. ôf´is

READING LEVEL D

WORD ANALYSIS - STRUCTURAL

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|---|---|
| Skill: | Recognizes the root word in different positions |
| Activities: | Select several words that have affixes. Have pupil locate the root word, circle it, and tell how he knew it was the root word. Extend lesson by discussing how affixes change root word meanings. Provide individual worksheet for practice in recognizing root words.<br><br>Have pupils build words from a list of root words and selected affixes.<br><br>Give pupils a list of sentences containing underlined words with suffixes that are made from a root word that ends in e. Have pupil write the root word on a line opposite. Example: The gem is sparkling in the sunlight. |
| Measurements: | Given studied words with affixes added, pupil can mark or write the root word. Examples: illustrators, intrusion, impolite, dissatisfied<br><br>Given studied root words, pupil can write an appropriate suffix or prefix to make a new word. Examples: sorrow - sorrowful; happy - happiness, unhappy |
| Skill: | Uses knowledge of common suffixes and prefixes to identify the meaning of unfamiliar words |
| Activities: | Give pupil the suffixes (ment, ive, ence, ward) and add these to basic words to make a new word. Have pupil write additional words having the same suffixes.<br><br>Prepare a list of words beginning with common prefixes. Have pupil give definitions of the words by using the meanings of the prefixes. Example: noninflamable - not inflamable; transport - carry across<br><br>Provide sentences containing root words whose suffixes are missing. Have pupil add appropriate endings. |
| Measurements: | Given a list of words containing prefixes, pupil can identify the words which mean "not" or the "opposite of." |

| | |
|---|---|
| Measurements: (Continued) | Given words containing the same root word, pupil can give meaning of the words by using them appropriately in sentences. Example: careful, careless, uncareful |
| Skill: | Recognizes syllabication of multiple-syllable words |
| Activities: | Review principles of syllabication for words containing medial consonants and medial digraphs.<br><br>Use rhythmic activities, such as clapping hands, to count syllables.<br><br>Have pupil list words of three and four syllables found in his readings. Have him pronounce the words and show how they are divided.<br><br>Prepare response cards for each pupil--vc\|cv and v\|cv. Show words to pupil. Ask pupil to hold up the card that shows the visual pattern for syllabication.<br><br>Divide group into teams. Have one pupil from each team go to the board. Pronounce a word of three or four syllables. The first pupil to correctly write and divide the word into syllables receives a point for his team. Ask other pupils to write the word at the same time to check work done at the board. |
| Measurements: | Given a list of multiple-syllable words, pupil can identify the number of syllables in each word.<br><br>Given direction to write three- and four-syllable words, pupil can follow the direction. |
| Skill: | Recognizes the sound of single vowels at the end of accented syllables |
| Activities: | Prepare a selection including several words having the sound of single vowels at the end of accented syllables. Ask pupil to read the selection aloud. Note during oral reading the ability of the pupil to give the sound.<br><br>Give to pupil a list of words with the single vowel at the end of the accented syllable. Have pupil say the word, divide it into syllables, and add the accent mark. Example: fī/ber |

Activities: (Continued)

Plan for pupils to "collect" words illustrating the above and help them to make the generalization that the single vowel at the end of an accented syllable is long.

Measurements:

Given a list of two-syllable words containing one consonant letter between two vowel letters, pupil can mark the words with vowel letter in first syllable standing for a long sound.

Given a direction to write words containing single long vowel sound at end of a syllable, pupil can follow the direction.

Skill:

Develops generalizations about accented and unaccented syllables

Activities:

Write and record words on Language Master cards. Ask pupils to pronounce the words and to place a paper clip on the accented syllable.

Pronounce words for the class. Have pupil tell the number of syllables by listening and observing. Later have pupil divide unfamiliar words into syllables noting the accented syllable as an aid to pronunciation and meaning.

Have pupil use the dictionary correctly to learn the pronunciation of unfamiliar words. Make sure the list is from related material or the selection itself so it has meaning.

Plan activities for pupils to test each other in identifying accented and unaccented syllables.

Have pupils arrive at their own generalizations as to dividing words into syllables by arranging words into exercises that fit certain generalizations. Example:

| better | secret | mother | fellow |
|---|---|---|---|
| cvccvc | cvcbvc | cvcbvc | cvccvc |

Measurements:

Given a list of studied words with accent marks included, pupil can pronounce and accent the words correctly.

Given a list of studied words, pupil can add accent marks appropriately.

| | |
|---|---|
| Skill: | Uses syllabication to help in identification of unfamiliar words |
| Activities: | Have pupil use the dictionary correctly to learn the pronunciation of unfamiliar words in a given list. Make sure the words listed are from current reading material so they have meaning to the pupil.<br><br>Prepare a class chart containing the generalizations of syllabication. Number each one. Prepare a list of sentences. Underline the word that should be divided into syllables. Direct the pupil to draw a line between the syllables of the underlined word and after each sentence write the number of the generalization that helped him divide the word.<br><br>Place new words on cards. Provide pupils with magic slates or blank paper. Ask pupils to look at each word, pronounce each word, and write the syllable division for each. Have pupils use the dictionary for checking.<br><br>Display words correctly and incorrectly divided into syllables. Ask pupils to pronounce the words, then decide on correct syllabication. |
| Measurements: | Given a word list, pupil can relate the syllabication generalization appropriate for the word.<br><br>Given a syllabication generalization, pupil can supply a word to which the generalization applies. |

READING LEVEL D

COMPREHENSION - LITERAL

| | |
|---|---|
| Skill: | Uses a variety of resources to verify specific information |
| Activities: | Give the pupil a selection taken from an encyclopedia or reference book related to a story that has been read. Prepare ten statements about the selection, some true, some false. Direct the pupil to read the selection and the statements. Have him compare the statements with the paragraph and write true after each statement that is true and false if the statement is not true.<br><br>List topics, events, and names of people and places about which pupils have read. Also list various references. Have pupils tell which sources can be used to find information for each item in the first list.<br><br>Suggest the use of time lines for pupil to check accuracy of information. |
| Measurements: | Given a factual statement from a known reading selection, pupil can verify information through various reference materials.<br><br>Given a list of topics, events, and names of people and places, pupil can select from a variety of references given where the information for each can be found. |
| Skill: | Recognizes sequence of events and ideas in various literary forms |
| Activities: | From different literary forms (poetry or prose), list in scrambled order descriptions of several events that occurred at different times. Have pupil arrange the events correctly and prepare to explain why he chose his arrangement.<br><br>After reading a selection, divide reading group into two teams. Each team lists the main events of the selection read, putting them into scrambled order. One team dramatizes the events to the other team who orally corrects the order. For variation, have each team write down the events for the other team to correct. Then have each team discuss its arrangements. |

| | |
|---|---|
| Activities: (Continued) | Separate the lines of a known poem by cutting them apart. Paste each line on a strip of tagboard. Pupil arranges the lines in correct order. A copy of the original poem may be provided for pupil to check his corrections. This also may be done with main events of another literary form. |
| Measurements: | Given scrambled sentences describing several events that occurred at different times, pupil can arrange the events correctly.<br><br>Given lines of a poem, each placed on a separate strip of tagboard, pupil can arrange the lines of the poem in correct order. |

## READING LEVEL D

COMPREHENSION - INTERPRETIVE

| | |
|---|---|
| Skill: | Extends ability to locate main idea; notes supporting details |
| Activities: | Have pupil write headings or titles which give the main ideas of selected paragraphs.<br><br>Supply an outline form of several paragraphs from a known reading selection. Have pupil write in phrase form the main idea of each paragraph.<br><br>Use the opaque projector to show examples of the different locations of the main idea. Give pupil several paragraphs to read; have him tell where the main idea is stated.<br><br>Choose a paragraph in which the main idea is never stated in any single sentence. All the sentences in a paragraph add up to a mian idea. Ask pupil to read the paragraph and write in his own words the main idea.<br><br>Provide pupil with a short magazine or newspaper article. Ask pupil to supply a title. Generalization: A headline, like the main idea, must tell what the paragraph as a whole is about.<br><br>Give practice in identifying main ideas through selections from narrative and descriptive poems. Examples: Hiawatha, Paul Revere's Ride, Robin Hood<br><br>Provide an unsorted list of topics. Ask pupil to select two which are main topics; then under each list related sub-topics. Examples: shearing wool, developing a new vaccine, examples of scientific progress, protecting the herd from coyotes, breaking the sound barrier, sheep ranching in the west, building an atomic submarine, taking flock to pasture<br><br>Provide pupil with different paragraphs and have him locate the main idea, write it in a phrase, and under it write in the details which support the main idea.<br><br>Prepare an outline for a selection that has been read. Write the heading or main idea. Have the pupil supply the supporting details.<br><br>Give pupil a paragraph to read having details that give color or that create pictures to support the main idea. Have him underline the parts of the sentences that support the main idea. |

| | |
|---|---|
| Activities: (Continued) | Prepare an outline. Present in in a scrambled order for the pupil to arrange in logical order. |
| Measurements: | Given a list of sentences from a reader selection, pupil can mark only the sentences telling the most important ideas.<br><br>Given a reading selection of two or more paragraphs, pupil can write the main idea of each paragraph. |
| Skill: | Increases skill in recognizing cause and effect relationships |
| Activities: | Ask pupil a series of leading questions about a completed reading selection. Encourage him to answer in his own words the cause-effect relationships.<br><br>Have the pupil read a selection. Write three Why questions on separate 3 x 5 cards. On the back of the card, have pupil write his answer in a complete sentence, identifying the page number. Pupil's cards are placed in a reporter's question box. Pupils take turns drawing cards. A pupil reads the question. Another pupil answers and discusses the merits of his answer.<br><br>Explain that sometimes cause and effect are widely separated from each other, occurring in different parts of the story. When something happens, you have to think back and ask what made it happen. In one column, write the sentence stating the cause. In another column, the pupil writes the result or effect of the cause. |
| Measurement: | Given incomplete sentences stating important ideas from a selection read, pupil can complete the second part of each statement by explaining the reason for the idea in the first part. |
| Skill: | Uses evidence to evaluate conclusions |
| Activities: | Using a selection, ask pupil to predict what would have happened if certain known facts were changed or acted upon differently. |

Activities: (Continued)

Provide pupil a list of events, based on the story, and ask him to mark those that could have changed the outcome of the story.

Ask pupil to read a selection after which are written several statements with possible conclusions. Have pupil decide which conclusion best fits the statement and why.

Measurement:

Given a reading selection, pupil can locate the statements that give clues as to a given character's personality.

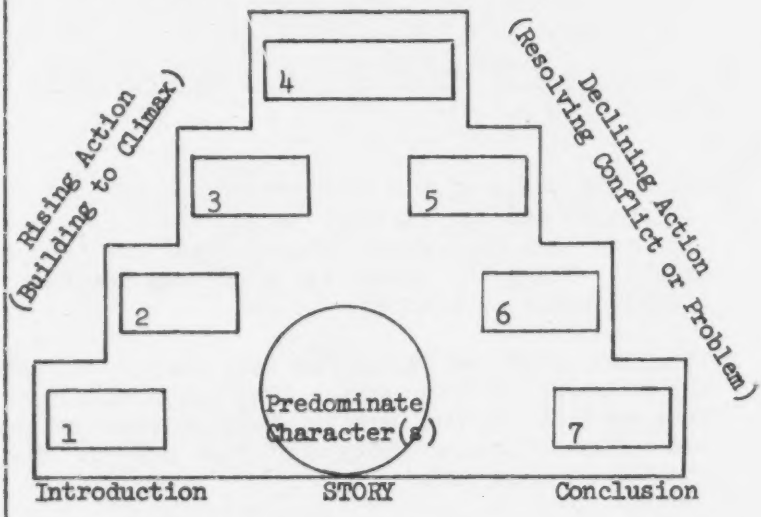
Skill:

Recognizes techniques used by author to develop the plot

Activities:

Have pupils write the parts of the story that lead to to the climax or to the conclusion.

Have pupil pick out story incidents to go on appropriate "stair steps." Have him use unruled paper on which he writes the incidents on the steps. Develop the understanding that the plot is a carefully planned arrangement of the action of the story so that each incident is a necessary step in the progress toward the climax and toward the conclusion.

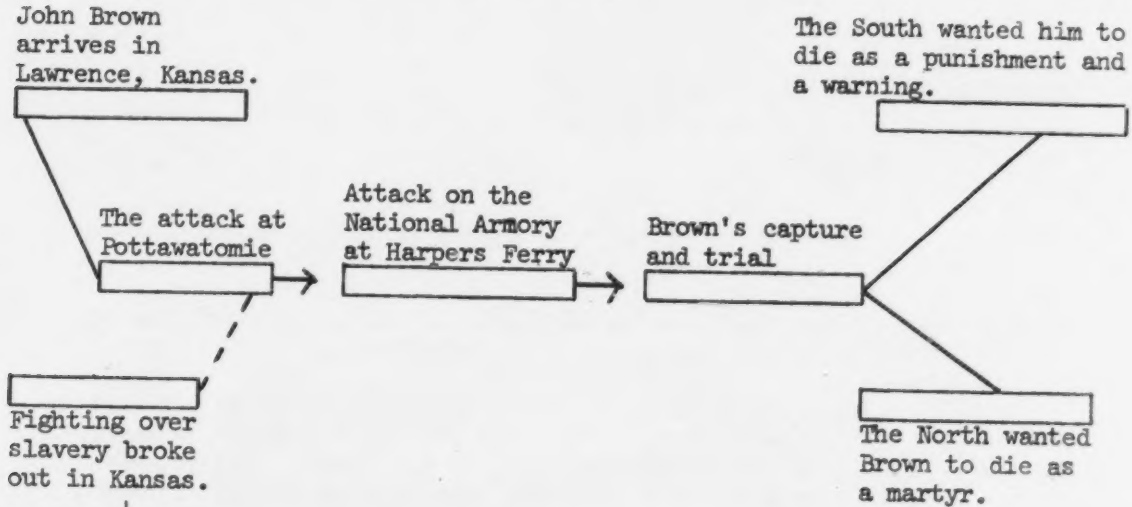



This diagram can be placed on construction paper for bulletin board display.

Activities: (Continued)

Assign pupil to chart a plot of a given story. Have pupil visualize the main and sub-plots of a novel and indicate how events of importance are produced as these sub-plots meet or converge.

The Powder Keg Explodes[1]


John Brown arrives in Lawrence, Kansas.
The South wanted him to die as a punishment and a warning.
The attack at Pottawatomie
Attack on the National Armory at Harpers Ferry
Brown's capture and trial
Fighting over slavery broke out in Kansas.
The North wanted Brown to die as a martyr.

Measurement: Given a charted plot, pupil can identify the selection.

Skill: Recognizes and interprets specific types of fiction and non-fiction

Activities: Provide for study of the characteristics of various types of fiction and non-fiction. Write these on index cards and drop them into a box labeled "What Literary Form Is It?" Using the cards, the pupil can identify an actual sample of a literary form.

Prepare the pupil by explaining that stories and plays are different in some ways. They are also alike. Have pupil write the ways in which stories and plays are alike. Example: They must have a plot. The characters seem real.

Have pupil list the common characteristics of recently read poems.

[1]Harris, Albert J. Into New Worlds. New York, New York: The Macmillan Company, 1966, pp. 249-259.

**Activities: (Continued)**

Review various types of non-fictional reference material. Provide pupil with sheet of statements with the heading, "Where would you look to find . . ."

1. Information about rockets
   dictionary, atlas, encyclopedia, map
2. The author of Call of the Wild[1]
   atlas, card catalogue, glossary

Provide a column of known selections and column of literary types. Have pupil match the selection to the type. Example:

| Selection | Literary Style |
|---|---|
| Call of the Wild[1] | autobiography |
| Paul Revere's Ride[2] | science fiction |
| | novel |

**Measurement:**

Given two selections, pupil can state how they are alike and how they are different.

**Skill:**

Distinguishes between fact and opinion, relevant and irrelevant facts

**Activities:**

Prepare sentences stating facts and others stating opinions. Discuss them with the pupil and have him write example of each.

Classify selections as "relevant" or "irrelevant." Have pupil read a short selection, followed by short sentences, some of which are relevant to the selection and some irrelevant. Have him underline the relevant statements.

Have pupils listen for and record irrelevant statements made in class discussions.

[1]London, Jack. Call of the Wild. Chicago, Illinois: Children's Press, 1968.

[2]Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Chicago, Illinois: Scott, Foresman and Company, 1971.

Activities: (Continued)

Prepare the pupil by explaining that ideas are from actual facts from a story; also from the opinion of the reader. Have him write ideas he remembers from a selection read recently and then check to see if his ideas are facts or an opinion gained from reading.

Select a current news item. Compare two or three different types of articles about it. Have pupil locate the similar facts or find statements of opinions. Discuss how the statements are different.

Provide several statements; some fact, some opinion. Have pupil distinguish a fact from an opinion and tell why each is a fact or an opinion.

Suggest that pupils look for "key" words which reflect opinions. Examples: should, might, perhaps

Measurements:

Given a reading selection, pupil can identify an idea that cannot possibly be verified.

Given a reading selection, pupil can identify an idea that he can prove.

Skill:

Recognizes distortion and exaggeration

Activities:

Ask pupil to compare two or three selections on the same topic; one from an extremely biased viewpoint, the other factual. Compare the selections. Discuss words an author used to convey opinion or feelings.

Present a factual event--a disagreement between two persons at school or the Boston Tea Party. Discuss the facts with pupil. Have him write an exaggerated account of the happening.

Provide factual sentences for pupils to change through exaggeration or distortion.

Using emotions, persuade someone to your cause. Example: You lost the ballgame. Using "loaded" words, persuade someone to take your side in the argument that you won the game.

Use advertising statements. Note truth in advertising as well as how it has been "stretched." Example: "No other car will get you to your destination as swiftly and as safely."

| | |
|---|---|
| Activities: (Continued) | Compare election headlines in different newspapers. Have pupil note how the selected wording can influence or mislead the reader's thinking.<br><br>Ask pupils to read given articles, then tell which position an author supports. Example: Arab-Israeli conflict |
| Measurement: | Given a reading selection, pupil can identify words or phrases that may be used to distort or exaggerate a point of view. |
| Skills: | Extends ability to recognize the implied meanings of words<br><br>Extends and interprets the use of descriptive language |
| Activities: | Select sentences in which the meanings are implied. Have pupil read the sentences carefully to determine the meaning conveyed by the writer.<br><br>Select a story with quotations pupil has read. List several of the quotations and underline each of three sentences which could tell what the author was trying to say. Ask pupil to read and think about each quotation and check the sentence that best tells what the author implied.<br><br>Provide figurative speech with its meaning. Have pupils match or interpret it.<br><br>Direct pupil to locate and explain what he thinks the author's purpose was in using humor, exaggeration, or irony to make a point in a selection.<br><br>Review with pupil that authors sometimes use words that are unfamiliar. Using a story the pupil has read, list the unfamiliar words or expressions in one column. In the second column, list the meanings of these words. Match the two columns and have pupil identify the type of language used. Example: humor, exaggeration, irony<br><br>Encourage pupil to look for different types of humor, such as a humorous story by a British author. |
| Measurements: | Given a reading selection and a type of descriptive language such as "humor," pupil can mark all words reflecting "humor." |

| | |
|---|---|
| Measurements: (Continued) | Given a choice of sentences about selected words and phrases from a reading selection, pupil can mark the sentences which best describe the meaning of each word or phrase. |
| Skills: | Analyzes emotions and motives of characters<br><br>Compares and contrasts characters in different selections |
| Activities: | Ask the pupil to explain the character's motive at a certain point in the story.<br><br>From a selection have the pupil select a sentence to show how the author describes each of several moods listed--happiness, sadness, curiosity, fear.<br><br>Using two stories in a textbook, have pupils compare the main character in each selection, how they are alike, how they are different.<br><br>List on one side of the paper several known story characters by name. On the other side, scramble some implied characteristics about them. Have pupil match character with implied characteristics.<br><br>Plan role-playing situations to depict named emotions. |
| Measurement: | Given a list of known story characters and descriptive phrases, pupil can match character and appropriate phrase. |
| Skill: | Uses new information to form or change attitudes |
| Activities: | Have pupil write answers to such questions as: Why do people generally wear lighter colored clothes in the summer? Have pupil use science texts to check his answers.<br><br>Ask the pupil to choose an incident in a story and to rewrite it. He is to write the incident from a different point of view or a change in attitude to illustrate how changing one incident may affect the rest of the story.<br><br>Have pupil research information on a given topic from various references, then write own opinion about the topic. |

COMPREHENSION - INTERPRETIVE (Continued)

| | |
|---|---|
| Activities: (Continued) | Have pupil research various points of view and prepare to debate his position with pupils of a different opinion. Example: Should we pull out of Vietnam now? Was Benedict Arnold a traitor? |
| Measurement: | Given an incorrect statement, pupil can state what new information is needed to make the statement correct. |

# FUNCTIONAL READING

## A DEFINITION OF FUNCTIONAL READING

Functional reading includes those activities in which reading serves as a tool in the learning process. It is reading to gain specific information, to carry out a given project, or to study and solve a problem.

Functional reading stresses the importance of using reading to accomplish definite purposes:

acquiring facts
locating specific information
mastering new terms and special
  connotations of words
expanding concepts
drawing conclusions
seeing relationships

Reading skills and suggested activities for developing them are found under Levels A-D of the Developmental Reading Program. Some of the major work-study and comprehension skills are repeated in this section and are followed by suggested representative type activities related to various subject areas. Although this curriculum deals primarily with the skills of reading, it is important to note that reading in various content areas can be greatly enriched through the use of non-reading activities.

## TEACHING PROCEDURES FOR READING IN SUBJECT AREAS

Teaching procedures similar to those used with basal readers can be employed for guiding reading in content textbooks. To develop lesson plans in these areas, refer to Procedures for Instruction in Reading, pages 43-44, and Meeting Individual Needs, pages 203-205, in this guide. The instructional plan should include:

I. Preparation and Background for the Pupil's Understanding of Content and Concepts through the use of:

Observation and manipulation of materials
Collections of models, study prints, and photographs
Maps, globes, and charts
Textbooks of varying levels of reading difficulty
Trade books of varying levels of reading difficulty
Rewritten content using simpler vocabulary and sentence structure
Tape recorded material
Periodicals, newspapers, brochures
Films and filmstrips
Visitations by resource people
Visits to places and people of interest

II. Introduction of New Vocabulary in Meaningful Context by having pupil use some or all of the following techniques:

Discuss the word from basis of direct experience
Note author's definition of new word or his use of the word in context
Refer to the dictionary and choose the appropriate definition
Discuss other meanings of the word
Determine the derivation of a word by noting the meaning of root, prefix, and suffix
Use the word in context

III. Definition of Purposes for Reading

The pupil must be helped to know what information or idea he is reading for and why. He must have direction and guidance to approach the variety of reading assignments with clearly defined purposes.

IV. Activities for Independent and Group Study

Various types of assignments include presentation lessons of a skill or concept, practice exercises, and related activities designed to help pupils strengthen and extend skills and concepts. In most lesson plans, provision must be made for large group, small group, individualized, and independent learning experiences. Suggestions for differentiating assignments to meet varying abilities and interests include consideration of the following:

A. A Project or Unit Approach

In such an approach, a main topic is divided into several sub-topics or headings. Each sub-topic or heading becomes the responsibility of an individual or a committee. Ordinarily, each committee will have a wide range of ability, permitting pupils of different reading abilities to work on different facets of the same project. Project teaching can serve as an aid to independent reading and help to foster independence in research reading.

B. The Preparation of Study Guides[1]

A study guide provides a structure that directs an individual pupil through a reading assignment. It will focus his attention on major ideas and guide his use of necessary reading-thinking processes. To prepare a study guide, the teacher must:

Identify performance objectives of the task
Identify the major ideas which the pupil should gain from reading
Present the specialized vocabulary which the pupil will need in order to understand the material
Discern the comprehension skills the pupil will need in order to use the ideas of the reading selection.

C. The Use of Self-Instructional Materials[2]

Self-instructional activities can be used to reinforce concepts and skills, to extend interests, and to assess strengths and needs of pupils. It is important to keep records of pupil participation with these activities.

D. The Use of Contracts[2]

A "contract" is an agreement between teacher and pupil upon a certain quantity and quality of work to be completed within a certain time period. Once an agreement is reached, the pupil pursues the objectives at his own pace. Upon completion, the pupil may negotiate another contract or, if needed, correct the work of his previous contract.

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[1]Herber, Harold L. Teaching Reading in Content Areas. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

[2]Refer to Meeting Individual Needs, pages 209-211.

## MAJOR WORK-STUDY AND COMPREHENSION SKILLS

The developmental reading program focuses attention on the development of skills and abilities important to all types of reading situations. In considering how application can be made to reading in the content areas, the following skills are of major importance:

Following directions
Locating and selecting information
Developing specialized vocabulary, concepts, and symbols
Understanding and interpreting content
Making inferences and drawing conclusions
Classifying information
Organizing information
Reporting information
Evaluating critically material read
Recalling and applying what is read

Suggested activities for developing the above skills range from the simple to the more complex. The teacher should select the activities most appropriate to the abilities and interests of her pupils. Some of the activities suggested for oral instruction may serve as an independent activity at a later stage of pupil development. When an activity pertains to a specific subject area, the subject is identified in parenthesis at the end of the activity, such as: (Mathematics) or (Literature, Social Studies). Additional activities for developing the above skills can be found in Activities to Develop Comprehension Skills, Levels A-D.

## ACTIVITIES FOR DEVELOPING SKILLS

### I. Following Directions

Tape directions for listening, for example:
Draw a red line near the top of your page.
Draw a yellow ball near the middle of your page.
Draw a green tree near the bottom of your page.
Put your initials on the ball using a black crayon.

Plan opportunities for pupil to deliver messages orally.

Fill a box with suggested activities for pupil to do, each giving specific directions as to what to do. Pupil may go to the box independently, "put in a thumb," and "pull out a plum."

Hold up cards containing simple written directions. Pupil responds by doing what the card says. Examples:
Put materials away.
Get your coat.
Leave the room.

Print directions on flash cards. Using a wall pocket chart, write "Simon Says" on a cardboard strip; place it in the pocket chart. When you do not want Simon to say it, place a flash card over the words; otherwise, place the direction flash card in front or in back of these words. The pupils respond only if they see the words, "Simon Says." Make directions as easy or as difficult as the group requires. Later the game can be played independently by small groups. (Physical Education)

Use the overhead projector with roller transparency attachment. Write directions vertically on the attachment and roll through for the pupils to read and follow as they are flashed across. Examples:
Make an "x" in the top right corner of your paper.
Write your name in the middle of the sheet.
Put a circle in the lower left-hand corner.
Put a box around the "x" you drew.

Write directions on the chalkboard using the pupil's reading level. Pupil reads the directions orally and tells in his own words what he is going to do.

Have pupil develop direction charts. Examples:
How to care for a pet (Science)
How to play a game (Physical Education)
How to construct a puppet (Art)

Provide pupil with a sheet of instructions on how to make or do something. Have him carry out these instructions. Examples:
How to conduct an experiment (Art, Science)
How to make a salt and flour project (Art, Science, Social Studies)
How to square dance (Physical Education)

Ask pupils to collect and display examples of various types of instructions. Pupils may select and fulfill the directions for making various projects. Examples:

a recipe
instructional sheet for assembling a model pattern
instructions for making something, such as a puppet, map, airplane, geometric design

Have pupils fill out job application forms. (Social Studies)

Provide pupil with a reference sequence for reading subject material. Example:

Read to find out what is given
Read to find out what is wanted
Decide what must be done to find out what is wanted (Mathematics)

Present a worksheet where directions vary according to topics that were studied in various subjects the past week. Examples:

Write a page number that tells where squirrels get food. (Science)
Describe the stages in the life cycle of a butterfly. (Science)
Write a definition of an adjective. (Language Arts)
State three reasons why we are concerned about pollution. (Health, Science, Social Studies)

Use tape with directions to follow. Examples:

crossword puzzles
mathematical problems
locations on a map or globe
spelling test

## II. Locating and Selecting Information

Teach alphabetical order:

Have pupil arrange word cards in alphabetical order by first letter; by first and second letter.

Ask the pupil to supply a missing letter in a series of alphabetized letters. Provide practice in identifying letters that come in first part of alphabet, near the end, in the middle.

Have pupil supply the preceding and following letter. Example:

_d_
_x_
_f_
_p_

Have a pupil ask several members of the class or his group to stand. Select a member of this group to arrange them in alphabetical order according to their first or last name.

Develop a community worker file. Mount pictures on cardboard or use study prints from the resource center. Place in alphabetical order. Have pupil locate the various workers. (Social Studies)

Scramble letters of the alphabet. Have pupil number letters in sequence. Example:

| 1 | | 2 | 3 | | 4 |
|---|---|---|---|---|---|
| A, | X, Y, Z, | B, | C, M, N, | | D |

List the alphabet; ask pupil to find a city, car, or sports figure named for selected letters of the alphabet.

Plan for pupil to code messages by using the alphabetical letters before or after the letters in the words. Example:
cat becomes bzs when using the letter before each letter in the word

Demonstrate the use of a dictionary, table of contents, index, glossary.

Have pupil select from several pictures one that represents a word, phrase, or sentence.

Suggest that pupil prepare entries for a dictionary related to a given topic of study.

Tape record short selections and provide worksheet activities for pupil responses relating to:
stating the main idea
sequencing events
classifying

Provide a telephone directory. Have pupil find telephone numbers for a selected group of services, as the fire department, police, telephone repair service, or places of interest, as the Museum of Natural History, Art Museum, Burnet Woods.

Provide pupil with a list of questions, as: "Would you pet it? Ride it? Wear it? Cage it? Like to be?" followed by a list of vocabulary words that require usage of the dictionary to provide an appropriate answer. (Science, Social Studies)

Flash a page or two of printed material on the screen with the opaque projector. Ask questions based on the projected material and instruct the group to find the answers in the shortest time possible. Start by showing the full page for a full minute or two, then start reducing the time as skimming skills improve. With lower grades, flash a paragraph or two and work up to a full page. If material is in primary size type, transparencies for overhead projection also may be used.

Have pupil read a story then select from a list of sentences the ones that best apply to the content of the story.

Give the pupils a list of questions prior to reading a story. Pupils must find the answers by reading silently and independently. Vary the difficulty of the questions.

Have a group of pupils report to the class on a topic of current interest, as a new sculpture on Fountain Square Plaza. Pupils find information in selected books and report their findings. (Art, Social Studies)

Visit the library. Have small groups or individuals draw a floor plan of the library and the books it contains, showing where different sections are: reference, biography, card file, or fiction. Display a floor plan on the bulletin board or take the group back to the library to verify the plans. (Language Arts, Mathematics)

Have pupils read the table of contents in a given textbook. Ask questions similar to the following:

Into how many main parts is the book divided?
On what page does the chapter begin that tells about _____?
In which chapter might you find the answer to the question, "_____?" (Health, Science, Social Studies)

Suggest the making of a table of contents or an index for a notebook that is being made either as a group or an individual project.

Have pupils select pictures, words, phrases, sentences, paragraphs, stories as needed in meeting a particular purpose, such as, "In what ways are all people alike?" (Social Studies)

Chart the volume guides of an encyclopedia. Have pupil tell the number of the volume in which he would look for information on a specific topic, as: Japan, monsoon, Ohio, fireflies.

Suggest a quiz program in which questions will be asked that are answered in one or more related articles in the encyclopedia. Example of topic: Instruments of the Cincinnati Symphony Orchestra. (Music)

Introduce the use of atlases, almanacs, yearbooks, a biographical dictionary, a thesaurus.

Have pupil develop a bibliography on a topic of study.

Plan for pupil to assume responsibility for preparing a bulletin board on school, city, state, national, international news or a topic of local interest such as a local school art or science fair.

Have pupil decide which one of several specified words might be the entry word to use when trying to locate information on a given topic or question. (Health, Literature, Science, Social Studies)

Demonstrate the use of the card catalogue in the library. Ask pupil to find the different types of cards for several books whose titles and authors are given.

Have pupil make a card catalogue of books in the room library. Include title cards, author cards, subject cards.

Keep a room catalogue of resource materials and library books. Have pupils write on 3 x 5 cards a synopsis of each book they have read. Title, author, publisher, call number, and where the book is kept should be included. Provide a card file to be used by the entire class. File by alphabet, author, title, or subject area.

Introduce the Dewey Decimal Classification System. Provide repeated practice in its use. Paperback books, periodicals, good articles, and library materials are frequently brought into the classroom by the pupils or teacher. After accumulating a variety of reading materials, pupils can assist in organizing and maintaining the collection strengthening the library skills learned.

Make a Reading Rate Chart. Discuss purposes for adapting reading rate to type of materials read. Give assignments requiring various rates of reading. Have pupil record time on chart. (Mathematics, Literature, Science, Social Studies)

My Reading Rate Chart

Name _____

| Location of Material Read | No. of W.P.M. | Comprehension Check Test | Type of Material |
|---|---|---|---|
| | | | |
| | | | |

III. Developing Specialized Vocabulary, Concepts, and Symbols

Make a scrapbook or a picture dictionary illustrating new vocabulary.

Make illustrated charts of specialized or technical vocabulary and abbreviations

Provide opportunity for pupils to perform some action to show meaning, as for combining, separating, inverse. To initiate concepts such as adding 1 and 1, have pupils take the role of the numerals. (Mathematics)

Explain that symbols may be of different kinds and that they can be read and understood. Example:

| Symbol | Kind of Symbol |
|---|---|
| chair | word |
| 12 | numeral |
| V | Roman numeral |
| o | degree |
| | poison |

Provide pupil with a crossword puzzle constructed to utilize new vocabulary.

Have pupils provide labels of all kinds from different sources: clothes, cans, bottles, packages. Place the labels on the opaque projector. Let pupils read all the writing on different labels. List the descriptive words used.

Introduce usage of guide words in the glossary of one of the pupil's textbooks. Guide transferring of this skill to dictionary practice.

Discuss different or unusual meanings for known words.
Examples: group, field, real, belt, log, high, low (Mathematics, Science, Social Studies)

Have pupils pantomime new words individually, in pairs, or in small groups. The number of pupils performing the action may depend on the word. Call on group members to guess the word and write it on the board. Examples: catch, flock, Switzerland

Conduct a quiz program based on the vocabulary pupils have studied in connection with a unit of work.

Keep an on-going list of new vocabulary words and their meanings as pupils study Social Studies, Science, or Health units. Words and definitions may be displayed on charts or cards on the bulletin board. Provide occasions for pupil to utilize list in various ways (creative writing, poetry).

Provide pupil with a list of vocabulary words and several meanings for each word. Have him select the correct meaning.

Have pupil prepare lists of words arranged according to headings given, as:

| Subtraction | Triangle |
|---|---|
| addend | base |
| minus | altitude |
| separate | hypotenuse (Mathematics, Science) |

Have pupil develop different graphs (picture, bar, circle) illustrating the same activity.
Examples: ticket sales
candy sales
lunchroom accounting (Mathematics)
blue-eyed, brown-eyed, grey-eyed children
tasks children do to help at home

Provide materials for pupil to construct maps of school building, school grounds, pupils' neighborhood. (Mathematics, Social Studies)

Reinforce the learning of map symbols by giving pupil an actual map and having him locate various states, routes, cities, streets, directions (N., S., E., W.), rivers. (Social Studies)

List the technical words in a lesson. Have pupil do the following:

a. Write the unknown word.
b. Write the word or words that give the clue to the meaning of the unknown word.
c. Write the meaning of the word as understood from the context.
d. Write the correct meaning of the word as given in the dictionary.

Write technical vocabulary words on chalkboard in context before reading a selection. Guide pupils in discussion. As a reinforcement, provide pupil with a sheet listing new vocabulary at bottom or top and several sentences requiring usage of these words in context of experiment or event.

Provide pupil with sheet of idioms used in sentences followed by multiple choice of vocabulary that explains the meaning of the concept.

Example: I'm <u>all thumbs</u> when I play the piano.

a. short fingered
b. clumsy
c. skillful

Plan for a word meaning period. Have pupil present and discuss word meanings. Have pupil read a sentence containing the new word and tell its meaning in that context. Others may use the word in different contexts, supply synonyms, or give other words which have the same root.

## IV. <u>Understanding and Interpreting Content</u>

Have the pupils draw pictures of a favorite story. Let the other pupils tell what it is. When all have been identified, titles can be printed at the top of the sheet. Arrange in order of the table of contents in the reader and put together in a new book for the library center.

Present riddles to the pupils based on the stories they have recently read. Have the riddles read silently. Suggest that illustrations be drawn for answers.

Example: It is red.
You can play with it.
You can ride on it.
What is it?

Ask the pupils to illustrate on transparency some part of a previously read story or an account of a recent experience. Individuals can project their pictures on the overhead projector and ask the group to identify the part of the story illustrated.

Have the pupils listen to a record such as one about sounds around us. Discuss and have pupils draw pictures that tell about the sounds. This can be used with a small group at the listening post.

Give "answers" to pupils for which they are to write or ask questions.

Provide opportunities for pupils to construct a series of TV shows or radio plays from material read. (Health, Literature, Science, Social Studies)

Project a significant paragraph from a shared story on the opaque projector. Then elicit comments on the following:

a. In what part of the story did this paragraph appear?
b. What would have happened if the paragraph had not been included?
c. Why was the paragraph needed in the story?

Record excerpts of several different types of music with directions. Ask pupils which selection best fits the given story, which part of the story, and why. Recording could be used with listening post. Directions could be on a ditto sheet. (Literature, Music)

Have pupil conduct pretend interviews with ancient heroes, national leaders, famous scientists, popular musicians. (Health, Literature, Music, Science, Social Studies)

Provide opportunity for pupils to enact street scenes of cities/countries studied. (Social Studies)

Have pupils identify various professions by a brief description of them.
Example: When dialing out of town, you may call me for help.
_____.

Provide opportunity for pupils to role play problem situations. (Literature, Mathematics, Social Studies)

Suggest pupils role play conditions in the time and place of a given famous person. (Art, Music, Science, Social Studies)

Have pupil describe character in a story, then tell ways in which the author developed the character and influenced the sentiments of the reader. (Literature, Social Studies)

Plan for pupils to hold debates after carefully researching different viewpoints on topics of current interest.

Plan for pupil to keep a group chart of expressions that show mood, such as:
longing to be free
frantic with fear
merrily on his way (Literature)

Have pupils paraphrase or restate in their own words the author's ideas. Share the varying interpretations. (Language Arts, Social Studies)

Help pupil recognize emotional attitudes and motives of people by asking the following:
What kind of person was _____?
Why?
Are these good reasons for calling him _____?
Do you feel he had good reasons for acting as he did?
Cite examples. (Literature, Social Studies)

Rewrite a mathematics problem as the pupil restates it in his own words. Pupils can be paired for this activity. (Mathematics)

Have pupils make up mathematical problems. Guide the pupil to write problems which will require identifying when to use a specific operation. (Mathematics)

Prepare a series of simplified mathematical problems with certain elements missing, as problems without questions, problems without numbers. As discussion progresses, have the pupil provide the missing part of the problem. (Mathematics)

Have pupil make simple pictures or diagrams to show the solution or clarification of problems. (Mathematics)

Ask pupil to demonstrate different solutions for the same problem, different proofs for the same theorem. (Mathematics)

V. Making Inferences and Drawing Conclusions

Read the first part of a story. Ask pupil to tell how he thinks the story will end. (Literature, Social Studies)

Have pupil look at the illustrations of a book or story, then tell what he thinks it is about. (Literature, Social Studies)

Perform several different experiments demonstrating a certain scientific concept. Have pupils state the conclusions. (Science)

Demonstrate several examples of a certain type of problem. Have pupils state the necessary steps to take in solving the problems. (Mathematics)

Read a story to the pupils. Stop occasionally and ask what they predict will happen next. Continue the story to check the responses.

Read part of an exciting story. Have the pupils illustrate what will happen next or how they think the story will end. Later discuss their pictures, then finish the story and discuss both. (Art)

Listen to playground or outside noises. Have pupil suggest what they represent.

Ask pupil to list cause-effect relations stated in material assigned. Provide a two column exercise in which in Column A are given the causes of events listed and the effects in a different order in Column B. Ask pupil to match cause with its effect, then how one given event caused another.
Examples: storm - flood; invasion - war (Science, Social Studies)

Have pupil indicate what would be likely to happen if a certain direction in a science experiment or a recipe were not followed. (Science)

Ask pupils to think and write about problems they have encountered at home or at school. Have them exchange papers. Pupils will then identify the cause-effect relationship in the problem and suggest alternate methods of handling the situation.

Pupil illustrates and writes or explains the possible effect of certain conditions on his life.
Examples: If There Were No Rules in School
If No One Works

VI. Classifying Information

Have pupils arrange words together on a chart holder according to category.
Examples: animals, people, musical instruments, art materials

Start a "What Would You Find?" chart by drawing or pasting a picture of a clothes closet. Have pupils collect pictures of things they would find in a closet and paste them on the chart. Other examples: "a library," "a playground," "a desk," "a refrigerator"

Clip pictures of associated objects (knife, fork; shoe, sock; paint, brush) from magazines or catalogues. Mount one object of each pair on construction paper and place others in an envelope attached to the back of this paper. Pupils pair objects that go together.

Have pupils classify a selected list of words according to the headings "When and Where," "Today and Yesterday," "Animals and People," or "Things to Eat and Things to Wear."

Provide pupil with word examples for several categories as in chart below. Have him add other words that fit into the categories named.

| Words That Describe | |
|---|---|
| red | sharp |
| sweet | loud |

| Words for Art Materials | |
|---|---|
| paint | chalk |
| brush | scissors |
| crayon | |

| Describing Words | | | | |
|---|---|---|---|---|
| color | size | shape | texture | weight |
| | | | | |

| Transportation | |
|---|---|
| jet | bus |
| ship | |

| Names | | |
|---|---|---|
| People | Places | Animals |
| Mr. Nixon | Cincinnati | bear |

Provide a list of similar symbols, colors, objects. In each, list one or two that do not belong. Have pupils mark out that which does not belong.

Put various sizes and colors of circles, squares, rectangles, and triangles in individual envelopes. Have pupils perform a variety of tasks with these.
Examples: Find all of the yellow triangles and squares.
Find all of the red shapes.
Attribute games and puzzles

Provide classification activities, such as: Divide a 9" x 12" cardboard into two columns. Put a picture of a house at the top of one column and a barn at the top of another. In an envelope pasted on the back, have pictures of things belonging in each category to be placed in the appropriate column.

Provide practice in classification of opposites, as:

| Location |
|---|
| up and down |
| in and out |

| Appearance |
|---|
| tall and short |
| wide and narrow |
| pretty and ugly |

Have pupil arrange a bulletin board display of news articles about a particular topic.

Have pupil classify by several methods.
Examples: birds: feet, beaks, wings, song, game, pet
rocks: sedimentary, igneous, metamorphic (Science)

Have pupil classify simple machines and their use in modern living. (Science, Social Studies)

Have pupil begin a collection (rocks, leaves, shells, insects). Suggest that pupil label objects correctly and write a sentence or paragraph of information about each. (Science)

Ask pupils to categorize states by region. (Social Studies)

Have pupil research and develop a bulletin board on the qualifications and functions of various branches and offices of the state or federal government. Scramble the qualifications and functions and ask pupil to classify the information.

Have pupil choose an occupation. Select groups of pupils to stand and have another pupil categorize them.
Example:

Occupations

| Outdoor | Indoor | or | People | Animals | Things |
|---|---|---|---|---|---|

Have pupil illustrate the various responsibilities in different occupations. Scramble these illustrations on a bulletin board. Have pupils classify the responsibilities.

VII. Organizing Information

Have pupils sequentially arrange pictures or photographs of a familiar story or event. (Language Arts)

Have pupil enumerate events as they happen in a story. (Language Arts)

Have pupil arrange the events from an experience chart or story in sequential order.

Have pupil read a short selection then select a best title from several listed or create an appropriate title of his own.

Cut title or heading off a newspaper or short story article. Mount article on cardboard with original title placed on reverse side. Have pupil read an article and make up an appropriate headline or title. Pupil can check and discuss his title with others.

Ask pupil to select a topic of interest. Help him to note sources of information about his selected topic (first-hand observation, filmstrips, books, magazines, TV, talking with people). Ask pupil to locate references on his topic and insert bookmarks with his name on them.

Ask pupil to list in sequence the steps leading up to an event, climax, or preparation of a finished product.

On a transparency, write a formal outline of a story everyone has read. If the class is being introduced to outlining, cut the transparency across between the Roman numerals. If pupils have had some training, cut between each capital letter. To increase the challenge, cut off each statement. Pupils may take turns arranging these strips on the overhead projector in the correct order. Proper indentation can be taught by snipping off the margins. Pupils must then arrange the strips in order with proper indentation.

Scramble an outline of topic being studied for pupil to assemble in proper order.

Have pupil make an outline using central heading and subheadings.

Ask pupil to note use of center headings and side headings in textbook and decide what will be reported under side headings. (Science, Social Studies)

Display illustrations of book characters labeled with title and author. From these ask pupil to select a favorite character, think of words to describe that person or animal, then tape the description.

Ask pupil to assemble information from a variety of sources for conducting research. Provide training in the use of index cards to summarize sections, to copy quotations, to record the origin of information. (Health, Science, Social Studies)

Have pupil include a title page, table of contents, a preface, and an appendix in reporting research information.

VIII. Reporting Information

Tape pupil dictations of experiences. (Language Arts)

Have pupil paint a picture to tell about a book read independently. These pictures can be bound together for the library center.

Have pupils retell, dramatize, or stage puppet shows of stories heard or read. (Art, Language Arts)

Make book jackets for the reading table by measuring and cutting the jacket paper, folding back the flaps, and marking the front and back. Have pupils decorate the covers with an appropriate picture or design, saving room to add the name and author.

Plan opportunities for pupils to write, assemble, and edit material for school or class newspapers.

Have pupil give oral, taped, or written reports by condensing the material read.
Example: synopsis of a magazine or newspaper article

Have pupil build special equipment to use in explaining or demonstrating some aspect of a reading project.

Pair pupils to study two or more summaries of a paragraph to discuss merits of each.

Suggest that pupil give a talk using various media (overhead projector, opaque projector, homemade filmstrip).
Examples: a. on useful products which man obtains from water, air, or oil
b. on a topic using an outline
Tape this talk and later suggest that pupil use it for self-evaluation.

Ask a pupil to summarize points made in class discussion.

Have pupils write a summary from a list of supporting details or outline. Have pupils write summaries, paragraphs, or explanations of a new idea found in a news report.

Ask pupil to read various sources of information about a scientist, artist, musician, or historical character. Suggest that pupil pretend to be the character studied and write a letter about his experiences using the information gained through reading.

Encourage pupil's participation in debates or forum discussions.

Ask pupils to develop an advertisement for radio, TV, the newspaper, or a bill board on an animal, a product, or a book using information they have gathered.

Conduct a campaign for a governmental office. As a candidate, pupil must research and state his qualifications and his platform.

Suggest that pupil report information collected through the use of handcrafts: puppetry, dioramas, stage settings, costumed dolls, shadow screen, felt cut outs. (Art)

Have pupil make a movie scroll, slides, or play using material read on a given topic.

Ask pupil to select a famous person or natural resource. Using various sources of information, he reports on the topic.

IX. Evaluating Critically Material Read

Have pupils draw pictures illustrating the emotional feelings of characters in a given story or event.

Have pupils tell, write, or draw how they would have done something differently than the story character did. Ask pupil to explain his response. (Art, Language Arts)

Compile a reading list of stories in which animals, objects, or people are the most important characters. Indicate if stories are factual or fictional. (Literature, Science, Social Studies)

Have pupil use concrete illustrations to support or refute a statement read or heard. (Art)

Present a list of sentences, some of which are nonsense and some are reasonable, such as:

Goats can fly.
A boy can ride.
A ball can eat.

Plan experiments to test statements found in science books. (Science)

Read myths, legends, superstitions. Have pupil compare them with present day scientific facts. (Science)

Have pupil make a book of common superstitions and unscientific attitudes, then refute them with scientific evidence. Suggest presentation by panel, forum, or debating teams.

Ask the class to draw maps showing where different events read about have taken place. Project these maps on the overhead projector. Check on class agreement/disagreement of what the maps show. Maps may be of a room, building, city, or larger geographic area.

Conduct panel discussions. Have participants list general questions that might be asked about a story on a chart, such as:

a. What problems did the characters have?
b. What happened?
c. Was this a good ending? Why?
d. Which were the most descriptive words or phrases?
e. Was the story well written? Why? How? What makes you think so?

A discussion leader is selected who must ask the questions and bring all panelists into the discussion. When their discussion is finished, the leader may ask for questions from the audience. Pupils address questions to certain panelists or to the group as a whole.

Guide pupils to compare various sources of information on a topic, event, or person. Discuss which sources are more factual or a more true representation. How are they different? Why are they different? (Social Studies, Science)

Have pupil check the writer's authority on a given topic, person, or event. Ask how this changes one's opinion about what the author has written. (Science, Social Studies)

Use a famous speech or address from a social studies text. Ask pupil to find out if it is the original. If changed, who changed it, when, and why? (Social Studies)

Provide newspaper headlines, magazine articles, pictures, snapshots related to a current problem or issue, such as pollution or rapid mass transit. Give questions, such as: "Can we do anything about pollution here in Hyde Park?" "Do we need better transportation in Cincinnati?" Ask pupil to react to questions by writing, taping, or illustrating his responses.

Have pupil read a report on a controversial political issue and select the sentences that would be deleted if a person on the other side of the issue were reporting it. (Science, Social Studies)

Rewrite an article about American or Russian space conquests--as it would appear in an American newspaper; in a Russian newspaper. (Science, Social Studies)

Have each pupil independently or with a small group edit or rewrite an editorial which by design contains biased statements, factual errors, and various propaganda techniques. Follow with class discussion. (Science, Social Studies)

Have pupil follow the writings of a given author or newspaper columnist to discover his interests, viewpoints, and prejudices.

Have pupil study several columnists' or news analysts' interpretations of a specific situation or event.

Ask pupil to compare articles on the same topic by different authors.

Suggest that pupil compare information on a topic located in books of recent and old copyrights.

Guide pupil in identifying certain words used in TV commercials and newspaper ads that may persuade the consumer to buy.

X. Recalling and Applying What Is Read

Ask pupils to draw pictures to show items mentioned in context.

Ask pupils to dictate events of a given reading selection.

Ask pupils to read directions for carrying out a project. Have them perform the task without re-reading the directions.
Examples: How to Set a Table
How to Build an Aquarium

Have a pupil act out a character from a shared story. Ask other pupils to identify this character from the dramatization and tell how he played a part in the story depicted.

Ask pupil to read a fable. Have him write and dramatize a skit that illustrates the moral taught.

Project an object on the screen that played an important part in a recently read story. Ask a pupil to identify the object, the part it played in the story, and what experiences were involved with the object.

Have pupil select a famous speech for dramatization. (Literature, Social Studies)

Have pupil recall factual details in answering questions or in making multiple-choice, completion, or true-false responses. Pupil must be able to qualify his response.

Assign pupil to record a short informative and accurate report based on a topic studied on a cassette tape. Label the tape so it can be used as a reference source by other pupils.

Provide a brief paragraph about a person, topic, or event. After it, list one or two questions that call for a judgment to be made by the pupil.
Example: Primary: Give choice of answers
John went wading in the _____.
(pool, lake, puddle, etc.)
Intermediate: Are the solutions given to the problems realistic ones? Why or why not? Do porcupines shoot quills? Why or why not?

Choose a practical or hypothetical problem for a pupil to solve, such as:

Why must the Cincinnati Zoo directors sell some gorillas? How could you find out?

How big is a compact car? How could you find out?

Which Bengals player has the most touchdowns? How could you find out?

What was last year's highest and lowest temperatures in Cincinnati? How could you find out?

Ask pupil to illustrate, write, or record his responses.

Have pupil develop a time line depicting 25 to 50 year intervals through original illustrations or collected pictures on:

History of Transportation in Cincinnati

The Development of the Airplane, Automobile, or Bicycle

Suggest that pupil relate directions for a craft project or indoor game to another pupil. (Art, Physical Education)

## EVALUATION OF FUNCTIONAL READING

Functional reading is evaluated continuously throughout the instructional day. The teacher must know each pupil's strengths and weaknesses. This can be accomplished through the keeping of continuous records of pupil progress. Teacher-made tests can be used to evaluate skills and concepts that have been taught. Activities which are used in the development of skills and concepts may also serve as evaluative measures. Tests in content fields should reflect levels of comprehension, as well as differing levels of sophistication. Pupils should be involved in stating how well they think they have achieved. They should be instructed in the recording of their successes and areas of need. For available Diagnostic Tests and Achievement Tests in various subject areas, consult Evaluation Services and test suggestions of adopted content areas textbooks.

## RECREATORY READING

### A DEFINITION OF RECREATORY READING

Recreatory reading is the self-selection of materials for the individual's own reading satisfaction. The recreatory reading program encourages the pupil to build personal lifetime reading habits and to explore the limitless range of modern and traditional literature.[1] Purposes of wide voluntary reading are: provision for leisure-time activities, expansion of knowledge and concepts of the world in which he lives, provision of vicarious experiences, development of aesthetic values, stimulation of creative thinking, and development of the understanding of self and others.

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[1]Refer to Objectives of Reading Program, K-12, pages 4-6.

## ACTIVITIES FOR DEVELOPMENT OF RECREATORY READING

Activities presented here, by no means complete, are samples of types of activities which might be suggested to individual pupils or groups. In most instances, activities suggested follow a sequential pattern from the easy to the more difficult. Step-up of content for activities may be teacher-selected to accommodate abilities and interests of the pupil.

### I. Motivating Personal Reading

Record pupils' dictated stories.

Have pupil listen to records or tapes of children's classic stories and poems.

Display filmstrips, models, or realia related to a given book topic. Example: a stuffed rabbit for The Tale of Peter Rabbit[1]

Give opportunities for pupil to select stories to share with others through paired reading.

Use study prints to develop interest in reading on a given topic.

Display records of books read--add a segment to room "Bookworm."

Ask pupil to keep a pictorial booklet of stories read.

Use book "teasers." Ask a challenging question or pose an interesting problem, the answer to which can be found in a newly displayed book.

Provide a "discovery" table of the week. Suggest books available that are related to the "discovery" of the day or week. Example: shells, Science; flag, Flag Day; chopsticks, Life in Japan

Provide opportunities for the pupil to select books for room collections.

Plan for pupil to display books and arrange collections in categories.

Encourage a book display following class visits to places of interest in the community.

Prepare a class pocket chart for pupil to indicate his readiness to read a story to others.

Stop short of reading the climax of a story and invite pupils to read the remainder.

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[1]Martignoni, Margaret. The Illustrated Treasury of Children's Literature. New York, New York: Grosset and Dunlap, 1969.

Utilize Book Week and/or Book Fair activities.

Provide opportunities for pupils to take photographs of interest as illustrations for individual or group book making.

Plan a sustained silent reading period for all pupils (and the teacher), ten to fifteen minutes in length.

"Spotlight" a reader of the week to suggest favorite stories to be read, to plan a dramatization or display, or to share a reading selection.

Ask pupil to describe book characters without telling their names.

Guide pupil to use the library card catalogue to find other books written by a favorite author.

Display a book for the week with the following questions and directions:

Have you read this book?
If so, you may write, "Why I would like to be (name of character)," or "Why I would like to live in (name of story setting)."
Choose a book for next week's display. Tell why you think others will like it.

Have pupil select an author whose books he likes. Ask him to write a paragraph about the author or write or dictate a letter to the author telling him why he liked his book.

Provide the pupil with information pertaining to special honors awarded living authors and memorial recognitions or anniversaries of old favorites, as: Beatrix Potter, Hans Christian Andersen, Samuel Clemens, etc.

Acquaint pupils with special books, such as the Caldecutt and Newbery Award Winning books.

Invite authors, illustrators, and others connected with publishing children's books to visit the classroom.

Present and compare editions or versions of familiar stories, as folk tales, tall tales, or myths.

Visit a local bookstore to note the array of books available.

Encourage pupils to view TV programs of children's classics.

Discuss and compare a TV program or movie with an original story version.

Display books of a local author or books related to our city or area of the country.

Provide opportunity for pupil to purchase a "birthday book" for the library.

Plan for pupils to take the parts of newspaper reporters and radio and TV interviewers while others pretend to be characters, authors, and illustrators of books.

II. Sharing Personal Reading

Permit the pupil to show a favorite book and tell what it is about. (Older pupil may share with a younger pupil or group.)

Provide time and arrangements for "puddle" reading. Four or five pupils name books they are ready to read. Other class members select to join the reader whose story selection they wish to hear.

Encourage the telling or writing of riddles about story characters or story scenes. Have pupil exchange riddles with another for answering.

Display pupil-constructed poster, shadow box, diorama, or mural intended to "sell" his book selection to others.

Suggest that pupil "televise" word pictures of a favorite book read. Provide worksheet with four TV "screens." Ask pupil to select and illustrate four scenes to show an audience.

Schedule time, materials, and guidance for pupils to share a favorite story by developing a puppet show, TV show, movie, or dramatization.

Provide an opportunity for pupil to read aloud a favorite poem.

Arrange for story discussion times when pupils can discuss their opinions and feelings regarding a given book.

Provide for occasional oral and written reviews of some books read by pupils.

Encourage the shy pupil to tell about a story read by providing a make-believe microphone to "broadcast" story.

Guide pupil to use an interview technique in sharing a book.

Plan for pupils to make cartoon sequences to tell a story. Present it to the library or to another classroom as a gift.

Suggest that pupil make picture scenes from favorite nursery rhymes, stories, or biographies; paste these on cardboard and cut in large pieces thereby making simple story puzzles for preschool, kindergarten, or first grade pupils.

Encourage the pupil or a group of pupils to record a story selection to be used in the resource center or another classroom.

Suggest that pupils prepare riddle sketches which describe book characters. Pupils exchange their riddle sketches and answer the riddles by naming appropriate book titles.

III. Extending Interests in Reading

Make picture books and picture dictionaries available to pupil.

Have pupil sequentially arrange illustrated episodes from a familiar story. Pictures and sentences for a flannel board may be used.

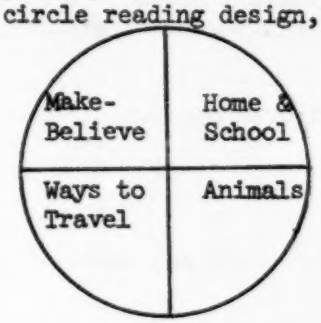
Provide experience charts and dictated stories for pupils to select for reading.

Add pupil-constructed rebus stories to classroom library.

Plan for pupils to make story booklets. Each pupil can be given one sentence to illustrate. When book pages are assembled, the book can be added to the classroom library collection.

Check classroom library collection to be sure the following literary types are available: prose and poetry, traditional and modern, realistic and fanciful stories and plays.

Have pupil keep record of various types of reading selections. Pupil may record books read under various categories or fill in a circle reading design, such as:



Contract with a pupil to read books in a variety of areas. This may include a contract for reading award winning books.

Add magazines, periodicals, greeting cards, pamphlets, newspapers to classroom library collection.

Provide a story recording and accompanying story for read-along reading experience.

Plan for use of story filmstrips through individual viewers.

Select pupil to read filmstrip captions for large or small group activity.

Suggest that pupil keep a personal file of favorite poems.

Compare relationship of ballads to stories read.

IV. Extending Interests through Related Reading Activities

Provide opportunities for pupil to pantomime nursery rhymes and other story episodes.

Provide opportunity for pupil to retell a favorite or original story on tape or through use of flannel board materials.

Guide pupils to create rhythms from story actions. Example: Three Billy Goats Gruff[1] trip-trapping across the bridge.

Supply art and craft materials for story illustrations. A large piece of burlap, colored yarn, and needles can start a group needlework project.

Encourage pupil to relate personal experiences similar to one of a story character.

Plan for designing book jackets.

Guide pupils to dramatize a favorite story. Prepare masks of story book characters.

Have pupil create rebus stories using pictures for unknown words.

Supply materials for story character puppet construction. Use puppets for story dramatization or question and answer periods representing storybook characters.

Encourage pupil to write a new ending to an old story or try his hand at writing sequels to books he has just read.

Encourage the pupil to compose original stories about additional experiences of a favorite book character.

Show films, pictures, or provide story or poem "starters" for pupil to create original stories, plays, poems.

Provide time for the writing of original books of stories and poems.

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[1]Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Chicago, Illinois: Scott, Foresman and Company, 1971.

Have pupil write a book about himself. Suggest use of photographs as illustrations.

Use story pictures for suggesting similes for pupil's writing. (as green as grass)

Provide opportunity for pupil to make theme posters from books he has read.

Suggest that pupil rewrite cartoon speech bubbles.

Introduce and teach skills needed for meeting qualifications for obtaining personal library card.

Construct games, puzzles, quiz booklets as models for pupil construction and use.

Plan a class or group newspaper or magazine. Have pupil select a section and write articles appropriate to his selection.

Encourage pupil to identify story sites on a world map, atlas, or globe.

Help pupil use a time line to relate historical events.

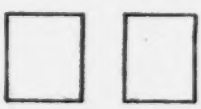
Suggest that pupils write make-believe letters to story characters who have given pleasure to readers.

Show a film of a known story, then provide the story text for reading and comparing.

Have pupils prepare sound effects for known stories.

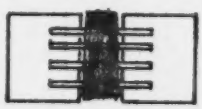
Make hard-back books by using the following steps:

1. Lay 2 pieces of cardboard the same size side by side, leaving about $\frac{1}{2}$" of space between them.

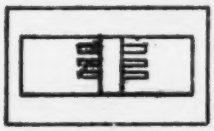


2. Run masking tape horizontally across.

3. Run masking tape between the two pieces of cardboard on the front and back.

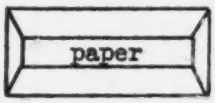


4. Cut material (wallpaper, contact paper, cloth) to cover the entire cover, leaving an extra inch all around.



Fold the material down and paste it all around.

5. Cut a piece of colored paper for the front and back inside covers, about $\frac{1}{4}$" smaller than the cover, and paste it down.




6. To put leaves in book, fold large sheets in half and stitch or staple them.

## EVALUATION OF RECREATORY READING

An evaluation of recreatory reading must be made on an individual basis. A pupil's growth is determined by his increased enjoyment of reading and use of reading skills and materials for a variety of purposes. These are dependent upon a daily planned schedule which includes provision for recreatory reading.

The success of the recreatory reading program is evidenced by the pupil's enthusiastic performance in reading when given the opportunity to read. Teacher observation of the pupil during recreatory reading will indicate the interest and reading level.

The following is a suggested checklist regarding specific observations. This list is not to be considered as a final product. It is tentative and not all inclusive. Teachers should continue to select other items for their own use to meet the needs of their individual pupils.

_____ Listens attentively to stories and poems read or told

_____ Reads voluntarily during library and/or classroom free activity periods

_____ Selects from a variety of reading topics

_____ Chooses to read from various reading materials (filmstrips, captions, periodicals, charts)

_____ Shares reading experiences with peers in a variety of ways

_____ Demonstrates careful use of reading materials

Items from the above checklist and/or additional items determined by pupils with teacher guidance may be incorporated into a pupil self-check evaluation sheet.

## MEETING INDIVIDUAL NEEDS

### Corrective Reading

For a variety of reasons, a number of pupils do not succeed in one or more phases of the developmental program. A corrective reading program is necessary for those pupils who have not mastered particular skills and need additional reading instruction. The corrective program follows a developmental sequence of reading skills, however, the skills taught become more selective.

Diagnosis is the key to instruction, for it determines where to begin an instructional program, the approximate number of new words and skills that can be presented each day, and the appropriate materials to use. An evaluation of a pupil's specific weaknesses, learning rate, and interests continues throughout the instructional program.

The pupil with below-level potential should not be considered in need of corrective instruction if he is reading commensurate with his potential. However, this is not easy to ascertain even after careful diagnosis. The following causes of reading retardation often mask the potential of the pupil:

#### Physical

A physical defect of eyes, ears, or teeth can affect a pupil's performance. A neurological handicap, which may lead to a learning disability, is basically a physical problem. (Pupils with these particular problems may respond to standard corrective techniques but a special program utilizing special techniques, when available, would generally be more desirable.)

#### Emotional

Emotional problems, such as those caused by broken homes, superior siblings, parental neglect, or over-protectiveness may prevent a pupil from learning.

#### Intellectual Capacity

Many pupils who are achieving below their potential can be considered in need of help. This is true whether the pupil has a below-average, an average, or an above-average I.Q. The above-average pupil should be encouraged to extend himself beyond an average performance.

#### Environmental

Some pupils are handicapped in learning academic skills because of little or inappropriate educational or experiential backgrounds.

## Instructional

High mobility, lack of appropriate class placement, or inadequate instruction can contribute to reading retardation.

A corrective reading program comprises the following:

The corrective process must be a continuous one of diagnosing, prescribing, teaching, testing. Corrective teaching may be likened to a chain. As each weak teaching link is discovered, it must be replaced by a strong one. The skill must be retaught and reinforced until it becomes a part of the pupil. Just as all links do not need replacement, the instruction should be specific according to the needs diagnosed.

Pupils should be placed in materials that give them an opportunity for immediate success.

A variety of techniques and materials should be used with careful attention given to the use of the pupils' own language experience.

Word recognition and comprehension skills should be taught in context as a part of the reading process.

The number of words and skills should be introduced according to the learning rate of the pupil.

Practice materials must be provided for meaningful repetition in the use of skills.

Cooperative planning should be done with the pupils so that they are able to understand the purposes for instruction.

Pupils should be guided to evaluate their own progress.

Parental involvement is of utmost importance. Parents should be aware of the child's difficulty and seek ways to assist him at home. The teacher will give parents suggestions for helping. A child feels secure and senses the importance of the task when he realizes both his parents and teacher are interested and involved in helping him.

## Reading Centers

Reading Centers are established to provide intensive help for elementary pupils of average or superior mental ability with serious reading difficulties and who fail to respond to regular classroom instruction.

Teachers should report pupils who need this type of help to the principal, who refers them to the Department of Psychological Services for testing and interviewing. If the findings indicate that the pupil

has an intelligence quotient of one hundred or higher and a reading retardation of at least one year, recommendation may be made for Reading Center placement. Upon approval of the parent, the principal applies to the Department of Program Administration for such placement.

Before remedial work is undertaken, a diagnostic study is made to determine the precise nature of the pupil's reading problems. This study includes a thorough consideration of such factors as pupil's mental ability, physical condition, emotional attitude, home environment, and social adjustment. When the study is completed, prescriptions and procedures for carrying out the remedial work are outlined. The treatment plan is interpreted to the parents and the pupil so that all understand the problem and the ways it can be handled. Continuous diagnosis and testing determine the development taking place and plan future procedures. As the pupil's reading level approaches expectancy, provisions are made to prepare him to return and adjust to regular classroom instructions in his home school.

## Remedial Reading Classes

Remedial Reading classes in elementary schools are established to provide help for pupils who are retarded more than a year in reading and who have an intelligence quotient of eighty-five. A special room is set aside and the teacher meets one small group after another throughout the day. Working with small groups of pupils allows the remedial teacher to make detailed diagnosis of each pupil and permits greater individualization.

The program emphasizes a variety of remedial techniques. Development of various means of word recognition, word analysis, and comprehension skills is stressed. Pupils who express themselves inadequately in writing are encouraged to write about special interests. Effort is made to use a large variety of reading materials that have real appeal for the pupils. Pupils, with the teacher, evaluate their own progress and careful records are kept.

## Provision for the Able Learner

The program for the able learner, the pupil who grasps abstract ideas easily, learns more quickly, and whose performance is superior to the majority in the class, must provide well-planned additional learning opportunities. An effective program provides challenging materials, continuous growth in vocabulary, and guided learning situations to acquire depth of understanding through the development of advanced reading and study of English language skills. The able pupil learns to identify a problem, collects considerable information about it from many sources, and weighs each bit for reliability and validity.

He draws conclusions and substantiates them with evidence. He carries on many research projects, both in and outside the classroom. Group work offers the able pupil the opportunity to assume leadership, contribute a wealth of information to his group, use reflective thinking in working through a situation, and to evaluate and give direction to the group. He is encouraged to pursue personal interests, independent study, refine tastes, and develop discrimination in selecting books.

## SUPPORTIVE SERVICES

### Health Services

The function of the school health service is to identify health problems, to help adjust the school program to the pupil's needs, and to call parents' attention to children who require treatment. A pupil with a physical problem which seems to be affecting his reading should be referred to the school nurse.

### Speech Therapist

Problems connected with speech and hearing may account for a pupil's reading difficulty. These should be referred to the speech therapist, who will either give remedial help personally or advise the teacher as to the action to be taken.

The speech therapist routinely screens every third grade pupil for speech difficulties, re-examines those with known problems, and accepts referrals from the school staff. When problems are noticed, a speech record is placed in the pupil's cum. Teachers should read them carefully for they provide pertinent information regarding the specific difficulty and may indicate classroom suggestions. Priority for speech therapy is given to the oldest pupils and those with the most severe problems. These pupils are then seen in groups no larger than five where they can receive individual attention. The types of problems dealt with include: articulation, stuttering, language disorders, voice problems, cleft palate and lip, and hearing losses. The techniques employed by the speech therapist reinforce many of the skills being developed in the classroom; the teacher and the therapist should, therefore, be in continual contact.

If behavioral characteristics indicate a hearing loss in a pupil, the teacher may request a hearing examination.

Good hearing is reflected in school progress and social and emotional adjustment. Poor reading skills can possibly be attributed to hearing difficulties which have not been noticed or diagnosed. By observing the pupils' behavior in the classroom, a teacher can be prompted to refer particular pupils for hearing examinations. The following may be indicative of hearing losses:

1. Failure to respond when called upon
2. Misunderstanding of questions, directions, and conversations, or consistent incorrect responses
3. Consistently turning one side of the head toward the speaker or sound
4. History of deafness in the family
5. Persistent ear infections or complaints of dizziness.

If a loss is diagnosed, a hearing aid may or may not be indicated. The speech therapist is often employed in teaching lip reading skills, auditory training, or in improving articulation when necessary. Suggestions can be offered to the teacher which will aid the pupil in the classroom.

Psychologist

A primary responsibility of the school psychologist is to assist the school in improving the achievement and adjustment of pupils with physical, mental, and emotional problems. This is accomplished through the individual psychological study of pupils referred. The psychologist may use or suggest behavior modification or other counseling techniques with individual pupils or groups of pupils on an extended basis. The psychologist also may recommend placement of a pupil in a special program to meet his needs. The school psychologist consults and counsels with teachers, parents, and other professional workers in the school and community in assisting them to improve the learning and adjustment of pupils referred. Such referrals are made by the teacher after conferring with the school principal.

Tutorial Program

The volunteer tutorial program has several components. Each tutorial program serves individual pupils who are educationally disadvantaged, who need encouragement, an adequate place to study, and instructional materials for independent study. These pupils may be high or low in their school achievement, but cannot succeed to their potential in their classroom without help of an interested volunteer.

Counselor

The counselor is a school-based pupil personnel worker. He may assist with reading problems by helping with assessment of the problem through the use of group tests administered on an individual or group basis. He is well trained in interpreting these tests. In some cases which may involve mild emotional factors, such as a lack of self-confidence, poor self-concept, or high anxiety due to excessive failure, the counselor is trained in assisting the individual pupil through techniques of personal counseling. Counselors, especially at the secondary level, have the responsibility for helping pupils choose programs realistically and are responsible for scheduling classes which meet the pupil's needs most adequately. In this function, the counselor can help by adjusting the pupil's program within the limits offered in the school program.

Visiting Teacher

In some situations involving reading difficulties, the services of the visiting teacher may be helpful. After consulting with the principal, the teacher completes a referral form requesting such service. The visiting teacher, upon receiving the request, must carefully evaluate and assimilate all pertinent information concerning the pupil before developing and executing a plan of action. In order to bring about a satisfactory adjustment of pupil problems, it will be necessary to establish positive relationships in one or more of these areas:

with the pupil
with parents
with school personnel, including principals, teachers, psychologists, speech therapists, nurses
with community agencies.

## VARIOUS APPROACHES TO THE TEACHING OF READING

Reading programs today include various approaches to teaching reading. Some of the methods designed to teach young children to read reveal efforts to simplify the initial steps by working with regularly spelled vocabulary so that the young child will not be overwhelmed by learning tasks that are too numerous or too complicated. The phonetic skills, emphasizing sounds of letters, are often introduced earlier and in some instances in a slightly different sequence than listed in this manual.

Methods and materials[1] for the teaching of reading fall into five categories: (1) the eclectic approach, (2) programs which emphasize new subject matter content and illustration, (3) the decoding methods, (4) programs stressing greater individualization of instruction, self-pacing, and self-direction, (5) extensions of technology.

The eclectic approach combines the use of the basal reader with a variety of supplemental materials, such as a separate phonics program before or with the basal readers; use of commercial reading tapes that develop the reading skills; the use of practice work-sheets and multi-media materials, such as records, filmstrips, manipulative materials; and the use of the pupil's own dictation and/or writings.[2] The method implies, among other things, that the teacher understands the differences in pupils and that he becomes familiar with many reading materials.

New subject matter content and illustrations are multi-ethnic and urban centered programs which emphasize meaning and appreciation as word analysis skills are introduced. Both vocabulary and sentence patterns are controlled. Content is related to the out-of-school activities of pupils who come from different ethnic groups.

Decoding is a term used to describe the act of mastering the relationship between sounds and symbols. Among such approaches are those emphasizing letter knowledge before meaning, an augmented or new alphabet, or a linguistic approach through consistent patterns of symbol-sound relationship.[2]

Programs stressing greater individualization of instruction are concerned with patterns of classroom organization, pacing, self-direction, and motivation. These programs vary from highly structured programmed readers to use of the pupil's dictated or written accounts of personal experiences.[3]

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[1]Refer to Appendix, pages 227-229.

[2]Refer to Bibliography. Allen, Roach Van and Claryce. Language Experiences. Stauffer, Russell. Language Experience Approach to Teaching of Reading, pages 223, 226.

[3]Refer to Bibliography. Lefevre, Carl A. Linguistics and the Teaching of Reading, page 225.

Programs using technological equipment emphasize individualized instruction. The machines and programs are designed to enable the learner to work independently and proceed at his own rate. The correct response of a question follows the pupil response so that success or error can be recognized at once. The multi-media materials have appeal and are motivational for the young child.

Occasionally teachers feel it wise to give instruction to certain individuals or groups in the teaching of reading through an approach different from that being used by the school system. Implementing a new reading program requires unusual skill on the part of the teacher. The teacher should consult and plan with the principal and supervisor before initiating it. The effectiveness of such a program is contingent upon the following conditions:

The ability of the teacher to implement a reading program

The supply of the appropriate reading material

The development of formulated objectives of the total program

An organization that permits time to meet the program objectives

An evaluation in terms of the objectives

Regardless of the method used, evaluation and selection of materials for a reading program must be done in light of carefully formulated objectives of the total reading program, the expressed demonstrated needs of the pupils, and teacher preparation.

## INTERPRETATION OF THE READING PROGRAM

All members of the school community are interested in and have a right to know how reading, the most essential tool of learning, is being taught. Help from home can be given when parents understand the instructional program. The school should make clear that it regards the education of children as a team project in which the home and the school have common interests and responsibilities. Parents should be kept informed of the instructional program for reading.

Knowledge of the reading program can be given through:

parent-teacher conferences
classroom visits
question and answer discussion periods regarding:
overview of reading program, reading materials, sequence of skills
occasional newsletters
pupil progress reports
pupil reporting
film and filmstrip viewing or demonstrations
parent study and leadership training programs.

## Suggested Ways Parents Can Help

Security, freedom from physical and emotional stress, love, and enthusiasm for learning are prerequisites for most successful school achievement. Parents make the greatest contribution to their child's welfare by providing a home and family environment conducive to worthwhile learning. More specific suggestions for ways of helping with reading will depend on the specific needs and abilities of the pupil. Suggestions to parents may include the following:

### Level A

Demonstrate your interest in the school program.
Teach correct names of people, places, and things.
Talk with the child, listen to him, encourage and answer his questions.
Encourage the child to use complete sentences rather than just words and phrases.
Read a variety of materials, including stories, poems, nursery rhymes to your child.
Provide many meaningful, interesting experiences.
Teach your child to follow directions.
Provide him with books, magazines, and newspapers that will stimulate interest in reading.
Give deserved praise often.
Encourage your child to be more independent in dressing, taking care of his own things, practicing good health habits, etc.
Act as a model to show many ways and times when reading is important and enjoyable.
Introduce and accompany your child to the library.

Give help with directionality; take advantage of games which require the eyes to move from left to right in following a moving target.
Encourage the child to look at signs and symbols.
Review his daily work papers with him.
Play games that involve reading skills.

Levels B, C

Let him share his reading books with you. Listen to him.
Encourage your child to associate people and places, times and events.
Give books and dictionaries as gifts.
Provide your child a place for his books.
Encourage your child to tell you about what he has read.
Find time to discuss events, problems, interests with you.
Supply words your child does not know when he reads to you.
Be sure your child sees you reading.
Play games with words: Scrabble, Ghost, Hangman.
Insist that your child discuss his problems with his teacher if he needs help.
Suggest worthwhile entertainment for your child.
Encourage hobbies.
Praise your child so that he will feel good about himself.
Help your child make regular use of the library.
Continue to read a variety of materials to and with your child.

Level D

Continue to evidence your interest and enthusiasm in the school program.
Encourage your child to participate in school activities.
Continue to accept and respect your child.
Have books, magazines, newspapers, reference books in your home; encourage the use of them.
Show continuing interest in your child's reading.

## USE OF READING MATERIALS[1]

Reading instruction requires systematic, sequential development geared to the individual needs of the learner. Meeting individual needs means more than organizing groups for directed, supervised reading. A variety of material and equipment for individualizing instruction should be used in an effective reading program. To select materials wisely the teacher needs to have knowledge of each pupil's reading needs, interests, and abilities, as well as knowledge of materials and their approximate levels of difficulty. Materials selected should be relevant to pupils, deal with problems of social evolution, and include content of lasting value.

Basal Reading Texts

Systematic instruction which develops reading power is given principally through the use of basal reading texts and their accompanying materials.

Two series of basal readers have been adopted city-wide to serve as a core for the reading program, grades 1-6. These basal readers and their accompanying teacher guides and workbooks provide a sequence of activities and experiences which can be related to other reading. Basal readers should be read in their entirety and in sequential order throughout the reading program; adjustments should be made to meet specific needs of individuals and the group whenever indicated.

Functional

As the pupil progresses in his ability to decode printed symbols, his reading in relation to the content subjects and daily living experiences becomes increasingly important. The pupil encounters basic texts and supplementary texts in social studies, science, and arithmetic, as well as many others. He will need the use of dictionaries, reference books, and library card catalogue. The more highly specialized the subject matter becomes, the more demand for reading skill mastery. Unique demands are upon every teacher to give instruction for successful reading of directions, interpreting maps, reading and interpreting math problems, establishing purposes for reading, and adjusting rate of reading.

Recreatory

The reading program provides for both the development of reading skills and the encouragement of reading for pleasure. Recreatory reading is concerned with pupil-selected material which is read for personal satisfaction. Lifetime interest in good books comes from the repeated discovery that reading many kinds of books is satisfying. To foster recreatory reading, the teacher must know children's books, know the pupil--his ability, interests, hopes, and fears--and be ready to help find the right book at the right time. Learning to read is a unique personal skill; for pupils to acquire lasting reading habits, they must have the wide range of subject matter and the wide gradation of difficulty that can be found in the library collections.

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[1]Refer to Appendix, pages 227-229.

Selection of Materials for Low Achievers

Materials selected for low achievers should be of high interest level with low reading level. They must be varied to meet the differing abilities, interests, and orientations of pupils from diverse backgrounds. Multi-media materials should be multi-cultural, contain content related to out-of-school lives of city children, and selections of shorter length so pupils experience accomplishment sooner. Rate of increase in difficulty, length of selections, and developmental sequence of reading skills must be carefully considered.

Some retarded readers are challenged to read accounts of their own experiences when the teacher writes from their dictation to her; others can be guided to use their own and classmates' written stories for additional reading materials.

Teacher-Pupil Constructed Materials

Many materials are designed or adapted by the classroom teacher for use with her particular pupils. The first step in using such aids is to make selections in terms of their obvious teaching values. Instructional charts and games can facilitate learning for a pupil while giving reward in terms of interest and variation from the usual routine. They can give the additional practice necessary to reinforce certain learnings and can eliminate meaningless repetition and rote learning. As the teacher works with the pupil's own language, written or dictated, pupil values and attitudes toward reading can be strengthened.

Multi-Media

Multi-media are used to aid the reading skill program, clarify and enrich the cultural background, foster language and concept development. They supplement and enrich the reading program. Effective planning and guidance of learning to read involve the use of media in various combinations to motivate and stimulate learning. Motivation and stimulation may come from one media; special presentation of information from another; and complementary content, open to individual inquiry and development, from still others. More than one form of medium is used to accomplish a teaching-learning result.

Classroom Library

The classroom library is essential for furthering personal and research reading. The bookcases and library table should be well stocked with a diversity of appropriate materials which are changed frequently. The teacher should visit the annual Supplementary Book display and consult the current Supplementary Book List for selecting classroom loan collections from the Resource Center and public library.

Resource Center

The School Resource Center, through the services of the teacher librarian, can supply a variety of help in the selection and preparation of media, such as films, filmstrips, transparencies, tapes, and programmed materials; provide teachers with instruction pertaining to the operation of equipment; and assist teachers in integrating media for classroom presentations.

Pupils come to the center to browse; to read; to work at study carrels; to use reference materials; to listen to tapes, records, cassettes; to use teaching machines or tools; view filmstrips on individual viewers; to select materials for personal, committee, or classroom use.

Along with curriculum enrichment and reading for pleasure, the School Resource Center helps pupils identify and develop attitudes of good citizenship, such as the care and sharing of public property, personal responsibility for community property, and the importance of classification and orderly arrangements of materials.

## EVALUATION

In evaluating the reading program, the teacher will continue to diagnose, test, and record pupil responses to measurement items.[1] It is intended that these responses become the basis for grouping, sub-grouping, and planning of teaching strategies for individual pupils. In assessing the effectiveness of the over-all reading program, the pupil's mastery of reading skills and the extent to which the pupil turns to reading for personal needs and satisfaction must be considered. A pupil who can read but does not read to his potential indicates a lack in his total reading program.

Each pupil should receive help and guidance in setting his own goals and establishing and recognizing purposes for reading. Recording through checklists, charts, and diaries helps him become involved in evaluating and noting his own progress. Opportunities for sharing information and satisfying reading experiences with an interested audience help motivate continued reading and serve to provide continued practice for the pupil to advance his own reading skills.

In addition to daily observations and individual pupil and teacher records, commercially produced diagnostic, placement, and mastery tests, as well as standardized achievement tests in reading are available.[2]

A record of reading progress and quarterly achievement marks in reading are kept in each pupil's cumulative record. Progress reports to parents occur on a quarterly basis. Teachers should consult the Guidelines for Reporting Pupil Progress before assigning marks on a progress report.

Individual parent-teacher conferences are an important, effective means of reporting strengths and weaknesses in reading achievement. Planning for conferences should be a joint responsibility of the principal, teacher, and parent and should be considered as imperative in planning worthwhile educational experiences for each pupil.

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[1]Refer to Diagnosing Reading Needs, pages 35-41.

[2]Consult Evaluation Services for City-Wide Testing Schedule and available reading tests.

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## APPENDIX - READING MATERIALS

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| Adopted Textbooks, Reading | To provide the sequential developmental reading skill program<br>(Adopted Textbook List) |
| Adopted Textbooks, Content Fields | To extend knowledge, build specialized vocabulary<br>(Adopted Textbook List) |
| Audio-Visual | To introduce or reinforce reading skills, advance communication skills, increase desire to read<br>Examples: disc recordings, educational TV, films, filmstrips, Hoffman Reader, phono-viewer programs, tape recordings, transparencies<br>(AV Media Handbook, Resource Center, Recordings and Supplementary Language Arts/Instructional Materials Lists) |
| Charts | To strengthen language and reading skills<br>Examples: Macmillan Story Cards, Ginn Word Study Charts, teacher- and pupil-constructed charts<br>(Adopted Textbook and PreKindergarten-Primary Supplementary Materials and Supplies Lists) |
| Early Childhood Programs | To provide concept and language development, visual, motor, and tactile abilities<br>Examples: Early Childhood Curriculum (American Science and Engineering), Frostig: Visual-Perceptual Training Program (Follett), Readiness for Learning (Lippincott), Language Kit - A (Ginn)<br>(Resource Center, Supplementary Language Arts/ Instructional Materials Lists) |
| Equipment | To implement multi-media program materials<br>Examples: Audio-Flash Cards, computers, Language Master, Listening Post, projectors, recorders, TV sets, primary typewriter, viewers, controlled reader, Tachist-o-Flasher<br>(Instructional Equipment Lists, Resource Center, Resource Services) |

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| Manipulative Materials | To provide independent activity in strengthening reading skills<br>Examples: Material Objects, Linguistic Block Sets, Match and Check games, See-Quees puzzles alphabet cards and blocks, individual slates or flannel boards<br>(PreKindergarten-Primary Supplementary Materials and Supplies List, Resource Center, Warehouse Catalogue) |
| Packaged/Kit Material | To provide a wide assortment of reading aids and practice material; remedy deficiencies of individual pupils; provide enrichment<br>Examples: First Talking Alphabet (Scott, Foresman), Individualized Reading, Grades 1-6 (Scholastic), Invitations to Personal Reading (K-3) (Scott, Foresman), Reading Spectrum (Macmillan), SRA Reading Laboratories (Reading Levels: 1.4-14.0), Webster Reading Clinic (3-6)<br>(Resource Center, Supplementary Language Arts/ Instructional Materials Lists) |
| Programmed Texts | To provide reading instruction through self-pacing, self-correcting materials<br>Example: Building Reading Power (Merrill)<br>(Resource Center, Supplementary Language Arts/ Instructional Materials Lists) |
| Reference Materials | To provide sources of information, meanings, and functions of words<br>Examples: almanacs, atlases, dictionaries, encyclopedias, magazines, maps, globes, charts, newspapers, posters, thesauruses<br>(Resource Center, Classroom Library, Supplementary Book List, Public Library, AV Media List) |
| Supplementary Readers | To further development of fundamental habits and skills; to use in addition to and, at times, in place of basal readers<br>(Adopted Textbook, Supplementary Book, Primary and Intermediate Loan Collection Lists, Resource Center) |
| Tests | To provide additional test material for diagnosing and assessing mastery of skills<br>Examples: Macmillan Reader Placement and Mastery Tests (Macmillan Company), Stanford Diagnostic Reading Test Level 1, Grades Middle 2-Middle 4 (Harcourt, Brace, Jovanovich), Doren |

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| Tests (Continued) | Diagnostic Reading Test of Word Recognition Skills, Grade 1 (second semester) - Grade 6 (American Guidance Services), Gray Oral Reading Test, Grade 1 (second semester) - Grade 6 (Bobbs-Merrill) (Evaluation Services) |
| Trade Books | To provide information to meet personal needs and interests, to motivate development of lifetime reading habits (Resource Center, Classroom Library, Supplementary Book List, Public Library) |
| Word Cards | To strengthen sound-letter-word-sentence relationships Examples: Dolch Cards, Popper Words, Macmillan Word and Sentence Cards (Warehouse Catalogue, PreKindergarten-Primary and Intermediate Supplementary Materials and Supplies Lists) |
| Workbooks | To provide introduction to and reinforcement of reading skills (Adopted Textbook, Supplementary Language Arts/Instructional Materials, Loan Collection Lists) |
| Worktype Readers | To provide stories that are short with mature interest; geared to slower learning pace Example: Readers Digest Skill Builders (Adopted Textbook, Supplementary Language Arts/Instructional Materials, Loan Collection Lists) |